slovenčina

Slovak

Language Guide

July 2015
Slovak 1.2
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Slovak
Recommended Grammar Sequence

Table of Contents by Function **3**

Introductory Materials **5**

Missionary Tasks

Introductions 20
Give a Simple Overview 22
Offer a Prayer 24
Testify 26
Extend an Invitation 28
Share a Scripture 30
Share an Experience 32

Grammar Principles

Byť – To Be 34
Gender and Demonstrative Pronouns 36
Conceptual Practice: Slovak vs. English Present Tense Verb Conjugation 39
Regular Verb Conjugations 40
Possessive Pronouns 42
Mať + Infinitive 44
Potrebovať / Musieť + Infinitive 46
Vedieť + Infinitive 48
Chcieť + Infinitive 50
Past Tense, L-form 52
Conceptual Practice: Intro to Cases 55
Accusative – what (4th case) 56
Dative – to whom (3rd case) 58
Genitive – of (2nd case) 60
Instrumental (7th case) 62
Conceptual Practice: Aspect - Imperfective vs. Perfective 65
Future Tense – Imperfective vs. Perfective 66
Adverbs 68
Conceptual Practice: *Aby* *71*
Aby 72
Conceptual Practice: Active and Passive Voice 75
Passive Voice 76
Could, Should, and Would 78
Keby – If, Then Clauses 80
Command Form 82
Conceptual Practice: Who, Which, That 85
Who, Which, That – Ktorý 86
To like to do something - rád 88
To Love or Like Something -Mať rád 90
Comparative 92
Before, During, After 94

Appendix

Skloňovanie Charts 97
Prepositions and Case-Specific Verbs 98

Asking about and describing actions and events

Accusative – what (4th case) 56
Adverbs 68
Passive Voice 76
Past Tense, L-form 52
Regular Verb Conjugations 40

Asking about and describing objects, people, and their characteristics

Gender and Demonstrative Pronouns 36

Asking about and expressing a state of being

Byť – To Be 34

Asking about and expressing desire, need, preference, ability, intention, or purpose

Chcieť + Infinitive 50
Command Form 82
Instrumental (7th case) 62
Mať + Infinitive 44
Potrebovať / Musieť + Infinitive 46
To like to do something - rád 88
To Love or Like Something -Mať rád 90
Who, Which, That – Ktorý 86

Asking about and expressing possession and ownership

Genitive – of (2nd case) 60
Possessive Pronouns 42

Asking and answering questions of cause and effect

Could, Should, and Would 78
Keby – If, Then Clauses 80

Asking and answering questions of contrasting attitudes, emotions, and feelings

Comparative 92
Vedieť + Infinitive 48

Asking and answering questions of quality, quantity, number, and sequence

Before, During, After 94

Narrating experiences and telling stories

Aby 72
Dative – to whom (3rd case) 58
Future Tense – Imperfective vs. Perfective 66

MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

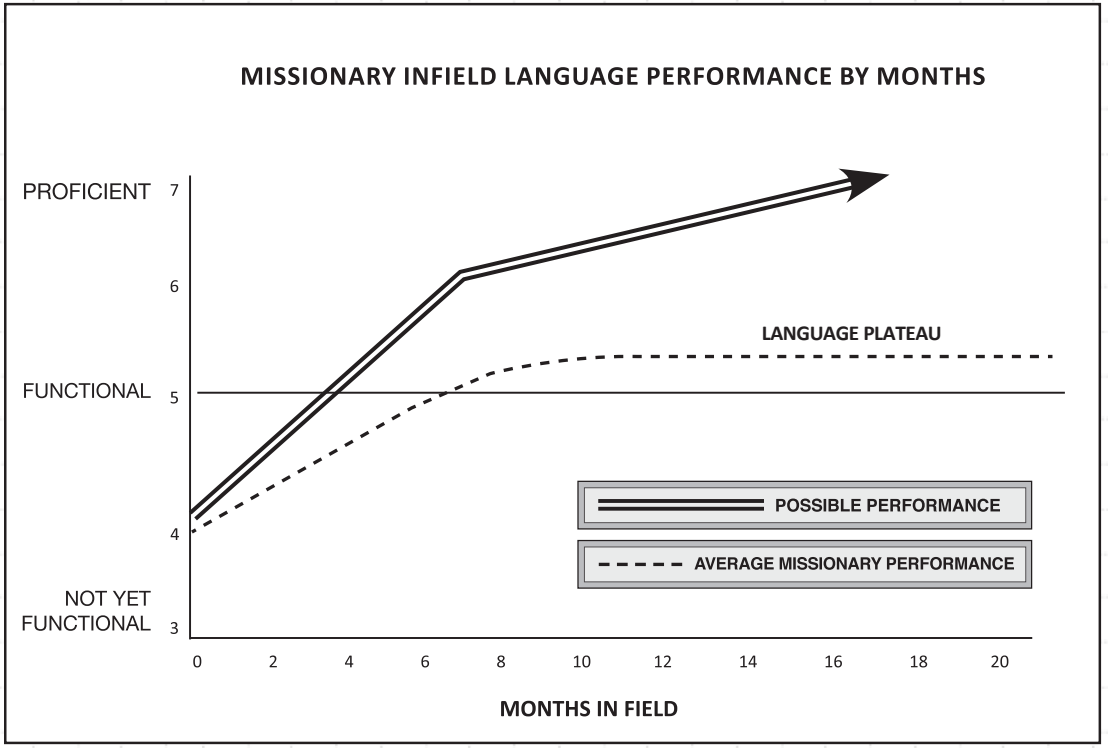
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



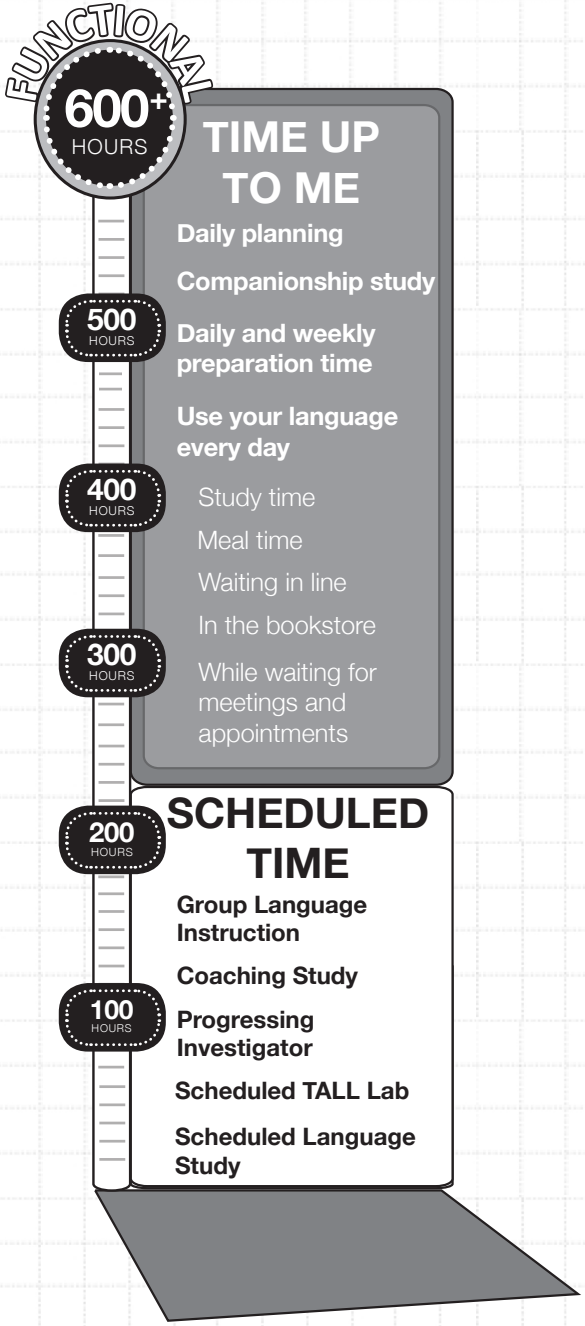
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

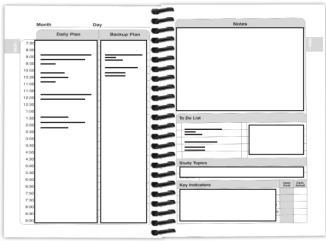
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [WHAT]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [HOW]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [WHY]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?

[WHEN]

Month January Day 15 Tuesday

	Daily Plan	Backup Plan
7:00	Breakfast/add. study	SYL
8:00	Progressing Inv.	Listen for words & look them up
9:00	Fundamental - Bible of Holy Ghost	
9:30		
10:00		
10:30	Coaching Missionary Sr.	Error correction & suggestions
11:00	Personal Study	
11:30		
12:00	Lunch SYL	
12:30		
1:00	Language Study	
1:30		
2:00	Class ~ Comp. Study	Practice for TRC (grammar correction)
2:30		
3:00	TRC - Restoration	
3:30		Use what I studied
4:00	Coach. Missionary Study	
4:30		
5:00	Dinner [memorize while in line]	
5:30		
6:00	Gym	
6:30		
7:00		
7:30	TALL - MTC core grammar	
8:00		
8:30	Additional Study	Comp. Language Quiz
9:00	Daily Planning	Eval. goals, plan language for tomorrow

WEEK 3

Notes

New Words
Molitva
Bog
Viera

WEEK 3

To Do List

- Correct 20+ Errors
- Memorize: 1 Scripture, 15 words, & 6 phrases

Study Topics

Personal	
Companion	

Key Indicators		Daily Goal	Daily Actual
Lessons taught to investigators with a member present			
Other lessons taught			
Referrals	Received		
	Contacted		
New investigators			

EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

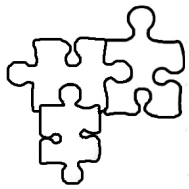
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.

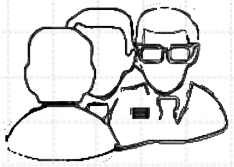


STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2 3 4 5 6 7

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

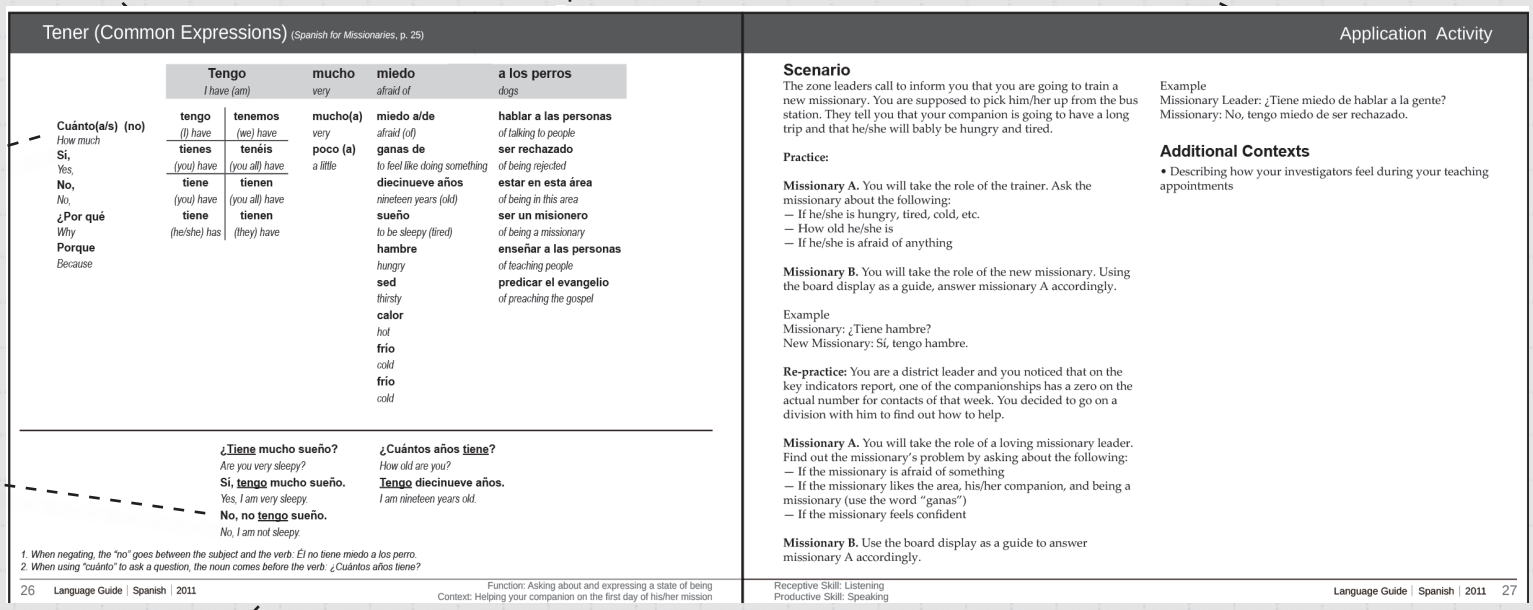
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	tenemos *(we) have*	mucho(a) *very*	miedo a/de *afraid (of)*	hablar a las personas *of talking to people*
tienes *(you) have*	tenéis *(you all) have*	poco (a) *a little*	ganas de *to feel like doing something*	ser rechazado *of being rejected*
tiene *(you) have*	tienen *(you all) have*		diecinueve años *nineteen years (old)*	estar en esta área *of being in this area*
tiene *(he/she) has*	tienen *(they) have*		sueño *to be sleepy (tired)*	ser un misionero *of being a missionary*
			hambre *hungry*	enseñar a las personas *of teaching people*
			sed *thirsty*	predicar el evangelio *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

26 Language Guide | Spanish | 2011

Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

Language Guide | Spanish | 2011 27

QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

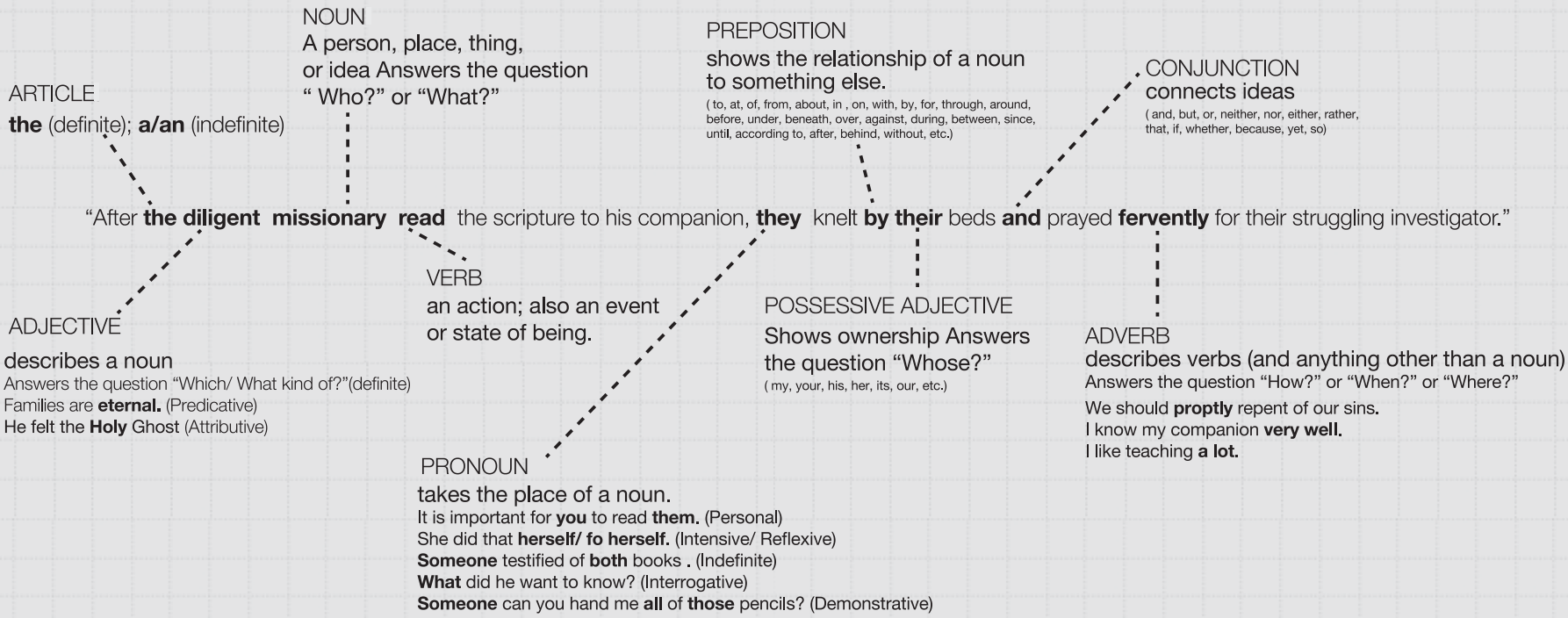
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Vocabulary Review

Review the following vocabulary from today's in-class instruction:

NOUNS

deň	*day*
večer	*evening*
ráno	*morning*
misionár	*missionary (male)*
misionárka	*missionary (female)*
spoločník	*companion (male)*
spoločníčka	*companion (female)*
učiteľ	*teacher (masculine)*
učiteľka	*teacher (feminine)*
rodina	*family*
otec	*father*
matka	*mother*
dieťa	*child*
brat	*brother*
sestra	*sister*
Amerika	*America*
Anglicko	*England*
Slovensko	*Slovakia*
štát	*state*

ADJECTIVES

dobrý/á/é	*good*

VERBS

volať sa	*to call (oneself)*
mať	*to have*
byť	*to be*

PRONOUNS

toto	*this*

POSSESSIVE PRONOUNS

môj	*my*

PREPOSITIONS

z	*from*

QUESTION WORDS

ako	*how*
odkiaľ	*(from) where*

GREETINGS/FAREWELLS

dobrý deň	*good day*
dobrý večer	*good evening*
dobré ráno	*good morning*
ahoj	*hello/bye (informal)*
čau	*hello/bye (informal)*
dovidenia	*goodbye*

BYŤ (TO BE)

som *I am*	**sme** *we are*
si *you are (singular and informal)*	**ste** *you are (plural or formal)*
je *he/she/it is*	**sú** *they are*

PERSONAL PRONOUNS

ja *I*	**my** *we*
ty *you (singular and informal)*	**vy** *you (plural or formal)*
on/ona *he/she*	**oni** *they*

Practice: Get to know the missionaries in your district. Introduce yourself to other missionaries in your zone and have your companion practice translating.

Note: You may notice that the words on the actual task page often look different from the words you see on this page. This is due to the declension of nouns (skloňovanie) and the conjugation of verbs (časovanie) in Slovak. These grammar principles will not be explained today but will be explained in detail during your stay here at the MTC.

BASIC CONVERSATION

GREETINGS	CONVERSATION	RESPONSE	FAREWELL
Dobrý deň *Good day* **Dobrý večer** *Good evening* **Dobré ráno** *Good morning*	**Ako sa máte?** *How are you?* **Teší ma.** *Nice to meet you.*	**Mám sa dobre.** *I am well.*	**Tešilo ma** *It pleased me (to meet you)* **Dovidenia** *Goodbye* **Ahoj/Čau** *Bye (Informal; also means hello)*

INTRODUCTIONS

ASK SOMEONE'S NAME
Ako sa voláte? *What is your name?*

BYŤ - TO BE	NOUN
Ja som *I am* **My sme** *We are* **On/Ona je** *He/She is* **Vy ste** *You are*	**Starší** _____. *Elder* _____. **Sestra** _____. *Sister* _____. **Brat** _____. *Brother* _____. **misionár(i).** *missionary(ies).* **misionárka(ky).** *sister missionary(ies).*

PRONOUN	POSSESIVE	NOUN
Toto je *This is*	**môj** *my (masculine)*	**spoločník.** *companion. (masculine)* **učiteľ.** *teacher. (masculine)* **otec.** *father.* **brat.** *brother.*
	moja *my (feminine)*	**spoločníčka.** *companion. (feminine)* **učiteľka.** *teacher. (feminine)* **matka.** *mother.* **sestra.** *sister.* **rodina.** *family.*

TALKING ABOUT FAMILIES

MAŤ - TO HAVE	NOUN
Máte *Do you have*	**rodinu?** *a family?* **bratov?** *brothers?* **sestry?** *sisters?* **deti?** *children?*

MAŤ - TO HAVE	QUANTIFIER	NOUN
Mám *I have*	**jedného** *one*	**brata.** *brother.*
	dvoch/troch/štyroch *(two/three/four)*	**bratov.** *brothers.*
	jednu *one*	**sestru.** *sister.*
	dve/tri/štyri *(two/three/four)*	**sestry.** *sisters.*
	päť/šesť... *(5 or more)*	**sestier.** *sisters.*

ASKING WHERE SOMEONE IS FROM

BYŤ - TO BE	PREPOSITION	NOUN
Ja som *I am* **On/Ona je** *He/She is* **Vy ste** *You are*	**z(o)** *from*	**Ameriky.** *America.* **štátu** _____. *the state* _____. **Anglicka.** *England.* **Slovenska.** *Slovakia.*
	QUESTION 'FROM WHERE'	
	odkiaľ? *from where?*	

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

NOUNS

Ježiš Kristus	*Jesus Christ*
Boh	*God*
znovuzriadenie	*restoration*
evanjelium	*gospel*
vzťah	*relationship*
modlitba	*prayer*
prorok	*prophet*
plán	*plan*
Kniha Mormonova	*The Book of Mormon*
Biblia	*Bible*
viera	*faith*
slovo	*word*
život	*life*
pravda	*truth*
zmysel	*purpose*
odpustenie	*forgiveness*

ADJECTIVES

budúci	*next*
dôležitý	*important*
šťastný	*happy*

VERBS

chcieť	*to want*
učiť	*to teach*
hovoriť	*to speak*
milovať	*to love*
starať sa / postarať sa	*to care for (take care of)*
poznať	*to know (a person)*
počuť	*to hear*
veriť	*to believe*
dať	*to give*
poslať	*to send*
hľadať	*to search for*

PRONOUNS

všetci	*everyone*

POSSESSIVE PRONOUNS

náš	*our*
váš	*your (plural or formal)*

PREPOSITIONS

na	*on*
o	*about*
v	*in*
pre	*for*

ADVERBS

dnes	*today*
zajtra	*tomorrow*
tiež	*also*

CONJUNCTIONS

a	*and*
pretože	*because*

QUESTION WORDS

prečo	*why*

Review: In preparation for your first lesson with your investigator practice teaching your companion as if he or she were your investigator. Get to know the investigator and what they believe, then give a brief overview of what you will teach.

DESCRIBING WHAT YOU WILL TEACH

ADVERB (TIME)	CONJUGATED VERB	INFINITIVE VERB	PREPOSITION 'ABOUT'	PREPOSITIONAL PHRASE
Dnes	**chceme**	**učiť**	**o**	**Ježišovi Kristovi.**
Today	*we want*	*to teach*	*about*	*Jesus Christ.*
Zajtra	**budeme**	**hovoriť**		**znovuzriadení evanjelia.**
Tomorrow	*we will*	*to speak*		*the restoration of the gospel.*
Nabudúce				**našom vzťahu s Bohom.**
Next time				*our relationship with God.*

BASIC STATEMENTS ABOUT GOD AND JESUS CHRIST

SUBJECT	VERB	DIRECT OBJECT
Boh	**miluje**	**nás.**
God	*loves*	*us.*
Ježiš	**sa postará o**	**vás.**
Jesus	*will take care of*	*you.*
	pozná	**vašu rodinu.**
	knows	*your family.*
	počuje	**naše modlitby.**
	hears	*our prayers.*

a
and
tiež
also

SUBJECT	INDIRECT OBJECT	VERB	DIRECT OBJECT
Boh	**nám**	**dal**	**Krista.**
God	*(to) us*	*gave*	*Christ.*
	vám	**poslal**	**prorokov.**
	(to) you	*sent*	*prophets.*
	všetkým		**Knihu Mormonovu.**
	(to) everyone		*Book of Mormon.*
			plán.
			plan.

POSSESSIVE PHRASES

NOUN	'OF' NOUN
dieťa/deti	**Boha**
child/children	*of God*
slovo	**Ježiša Krista**
word	*of Jesus Christ*
prorok	
prophet	
evanjelium	
gospel	

USING THE VERB BELIEVE

VERIŤ - TO BELIEVE	IN	NOUN
Verím(e)	**v**	**Boha**
I believe(we believe)	*in*	*God*
Veríte		**Ježiša Krista**
(Do) you believe		*Jesus Christ*
Verili ste		**Bibliu**
Did you believe		*the Bible*
		Knihu Mormonovu
		the Book of Mormon

ASKING WHY

WHY	IS	NOUN + 'IMPORTANT'	FOR YOU
Prečo	**je**	**rodina dôležitá**	**pre vás?**
Why	*is*	*family important*	*for you?*
		viera dôležitá	
		faith important	
		Kristus dôležitý	
		Christ important	
		toto dôležité	
		this important	

IDENTIFYING NEEDS

SUBJECT	VERB	DIRECT OBJECT
Vy	**chcete**	**odpustenie?**
You	*want*	*forgivness?*
	hľadáte	**vieru v Boha?**
	searching for	*faith in God?*
		šťastnú rodinu?
		a happy family?
		zmysel v živote?
		purpose in life?

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

NOUNS

povolanie	*calling*
syn	*son*
láska	*love*
uzmierenie	*atonement*
Duch Svätý	*Holy Ghost*
túžba	*desire*
sila	*strength*
dar	*gift*
jazyk	*tongue (language/body part)*
pokánie	*repentance*
meno	*name*

VERBS

požehnávať / požehnať	*to bless*
ďakovať	*to thank*
prosiť	*to ask*
môcť	*to be able to*
činiť	*to do/make*
čítať / prečítať	*to read*
študovať	*to study*

ADJECTIVES

drahý	*dear*
vďačný	*grateful*
misionársky	*missionary*
pokrstený	*baptized*

PREPOSITIONS

za	*for (in exchange for)*
s	*with*

CONJUNCTIONS

aby	*so that/in order that*

Review: Now that you have learned how to pray in Slovak, use as much Slovak as possible every time you say your personal and companionship prayers.

If you come to a word or phrase that you don't know how to say in Slovak, say it in English, but write it down in your planner so that you can find out how to say it later.

ADDRESS HEAVENLY FATHER

Náš *Our* **Drahý** *Dear*	**Nebeský Otče,** *Heavenly Father,*
Bože *God*	

EXPRESS GRATITUDE

BYŤ - TO BE	ADJECTIVE	FOR	PREPOSITIONAL PHRASE
Som *I am* **Sme** *We are*	**vďačný/á/í** *grateful (masculine, feminine, plural)*	**za** *for*	**rodinu.** *family.* **spoločníka/spoločníčku.** *companion (male, female).* **misionárske povolanie.** *missionary calling.* **Tvojho Syna, Ježiša Krista.** *Thy Son, Jesus Christ.* **Tvoju lásku.** *Thy love.* **uzmierenie.** *the Atonement.*
ĎAKOVAŤ - TO THANK	INDIRECT OBJECT		
Ďakujem *I thank* **Ďakujeme** *We thank*	**Ti** *Thee*		

ASKING FOR HELP AND BLESSINGS

PLEASE	BLESS	PRONOUN	WITH	NOUN	SO THAT	PAST TENSE 'TO BE ABLE TO'	VERB
Prosím *Please*	**požehnaj** *bless*	**ma** *me* **nás** *us* **ich** *them* **ho** *him* **ju** *her*	**s(o)** *with*	**Duchom Svätým,** *the Holy Ghost,* **túžbou,** *desire,* **silou,** *strength,* **darom jazykov,** *the gift of tongues,*	**aby** *so that*	**som mohol (mohla)** *I could (feminine)* **mohol** *he could* **mohla** *she could* **sme mohli** *we could* **mohli** *they could*	**mať vieru.** *have faith.* **činiť pokánie.** *repent.* **byť pokrstený(á).** *be baptized (feminine).* **čítať.** *read.* **študovať jazyk.** *study the language.*

ENDING A PRAYER

V mene Ježiša Krista, amen.
In the name of Jesus Christ, Amen.

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

NOUNS

Spasiteľ	*Savior*
Pán	*Lord*
bolesť	*pain*
pocit	*feeling*
bremeno	*burden*
trest	*punishment*
zármutok	*grief*
smrť	*death*
hriech	*sin*
pokoj	*peace*
nádej	*hope*
podpora	*support*
myšlienka	*thought*

VERBS

vedieť	*to know*
cítiť	*to feel*
zažiť	*to experience*
prekonať	*to overcome*
premôcť	*to conquer*
dostávať / dostať	*to receive*

ADJECTIVES

milujúci	*loving*
milosrdný	*merciful*
láskavý	*loving*
tichý	*quiet*
pokojný	*peaceful*
jemný	*gentle*

PREPOSITIONS

prostredníctvom	*through*

CONJUNCTIONS

že	*that*
preto	*that is why*

QUESTION WORDS

kedy	*when*

Review: “Sharing your testimony often is one of the most powerful ways of inviting the Spirit and helping others feel the Spirit” (Preach My Gospel, p. 198).

Help those around you feel the spirit by bearing sincere testimony. Before the day is over, share your testimony with 2-3 missionaries in your district.

STATEMENTS ABOUT WHAT YOU KNOW

VEDIEŤ - TO KNOW	THAT	SUBJECT	IS	POSSESSIVE PRONOUN	ADJECTIVE	NOUN
Viem,	**že**	**Boh**	**je**	**náš**	**milujúci**	**Nebeský Otec.**
I know,	*that*	*God*	*is*	*our*	*loving*	*Heavenly Father.*
Vieme,		**Ježiš Kristus**		**váš**	**milosrdný**	**Spasiteľ.**
We know,		*Jesus Christ*		*your*	*merciful*	*Savior.*
Viete,				**môj**	**láskavý**	**Pán.**
You know,				*my*	*kind*	*Lord.*

DESCRIBING THE ATONEMENT AND ITS EFFECTS

SUBJECT	PAST TENSE VERB	DIRECT OBJECT	'OF' NOUN
Ježiš Kristus	**cítil**	**bolesť**	**života**
Jesus Christ	*felt*	*pain*	*of life*
Spasiteľ	**zažil**	**pocity**	**zármutku**
Savior	*experienced*	*feelings*	*of grief*
	prekonal	**bremeno**	**smrti**
	overcame	*burden*	*of death*
	premohol	**trest**	**hriechov**
	conquered	*punishment*	*of sins*

a preto
and that is why

CONJUGATED VERB	INFINITIVE VERB	DIRECT OBJECT
môžem	**cítiť**	**pokoj.**
I am able	*to feel*	*peace.*
môžete	**mať**	**odpustenie.**
you are able	*to have*	*forgiveness.*
môžeme	**dostať**	**nádej.**
we are able	*to receive*	*hope.*
všetci môžeme		**podporu.**
we are all able		*support.*

DESCRIBING HOW GOD AND THE HOLY GHOST COMMUNICATE WITH US

SUBJECT	INDIRECT OBJECT	VERB	THROUGH	ADJECTIVE	NOUN
Duch Svätý	**nám**	**hovorí**	**prostredníctvom**	**tichých**	**myšlienok.**
The Holy Ghost	*(to) us*	*speaks*	*through*	*quiet*	*thoughts.*
Boh	**vám**			**pokojných**	**pocitov.**
God	*(to) you*			*peaceful*	*feelings.*
Nebeský Otec	**mi**			**jemných**	
Heavenly Father	*(to) me*			*gentle*	

ASKING QUESTIONS

QUESTION WORD	INDIRECT OBJECT	VERB	SUBJECT
Ako	**nám**	**pomáha(l)**	**Kristus?**
How	*(to) us*	*helps (helped)*	*Christ?*
Kedy	**vám**	**hovorí**	**Duch Svätý?**
When	*(to) you*	*speaks*	*Holy Ghost?*
	mi		**Boh?**
	(to) me		*God?*

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

NOUNS

krst	*baptism*
zhromaždenie	*(church) meeting*
stretnutie	*meeting*
nedeľa	*sunday*
týždeň	*week*
odpoveď	*answer*
zármutok	*grief*

VERBS

prísť	*to come*
dať sa pokrstiť	*to be baptized*
nájsť	*to find*
ukázať	*to show*
pomáhať / pomôcť	*to help*
zmeniť (sa)	*to change (oneself)*
napredovať	*to progress*
ísť	*to go*
zistiť	*to find out*

ADJECTIVES

každý/á/é	*every*
očistený/á/é	*cleansed*

POSSESSIVE PRONOUNS

svoj	*one's own (refers to subject)*

ADVERBS

včera	*yesterday*
preto	*that is why*

CONJUNCTIONS

ak	*if*
keď	*when*

Review: Asking an investigator to keep a commitment is one key way that you cry repentance as a missionary (See Alma 5:49).

Prepare yourself to extend commitments with confidence by role playing with your companion. Practice extending a commitment you plan to give during your next lesson. Testify and promise blessings as you do so (Preach My Gospel, 197-198).

EXTENDING AN INVITATION

INVITATION		WHEN?
Budete *Will you*	**čítať Knihu Mormonovu** *read The Book of Mormon* **sa modliť o krste** *pray about baptism*	**každý deň?** *every day?* **dnes večer?** *tonight?*
Prídete na zhromaždenie *Will you come to church*		**pred budúcim stretnutím?** *before the next meeting?* **v nedeľu?** *on Sunday?*
Dáte sa pokrstiť *Will you be baptized*		**za tri týždne?** *in three weeks?*

PROMISING BLESSINGS

IF	FUTURE TENSE VERB	FUTURE	VERB	DIRECT OBJECT
Ak *If*	**budete čítať Knihu Mormonovu,** *read The Book of Mormon,* **sa budete modliť,** *pray,* **budete činiť pokánie,** *repent,*	**budete môcť** *you will be able to*	**dostať** *receive* **nájsť** *find* **cítiť** *feel*	**odpovede.** *answers.* **vieru.** *faith.* **odpustenie.** *forgiveness.* **pokoj.** *peace.*
	prídete na zhromaždenie, *you will come to church,* **sa dáte pokrstiť,** *you will be baptized,*			

PROMISING BLESSINGS

WHEN	VERB	SUBJECT	YOU	WILL HELP	VERB
Keď *When*	**ukážete svoju vieru**, *you will show your faith* **budete činiť pokánie**, *you will repent* **budete pokrstený(á)**, *you will be baptized (feminine)*	**Kristus** *Christ* **Duch Svätý** *the Holy Ghost* **Boh** *God*	**vám** *you*	**pomôže** *will help*	**byť očistený(á).** *to be cleansed. (feminine)* **sa zmeniť.** *to change.* **napredovať.** *to progress.*

FOLLOWING UP

YOU	PAST TENSE VERB	WHEN?
Vy ste *(Did) you*	**čítali Knihu Mormonovu** *read the Book of Mormon* **sa pomodlili o krste** *pray about baptism* **išli na zhromaždenie** *go to church*	**včera?** *yesterday?* **v nedeľu?** *on Sunday?*

WHAT	DID YOU	PAST TENSE VERB
Čo *What*	**ste** *(did) you*	**zistili?** *find out?* **cítili?** *feel?*
Čomu *What*	**ste** *(did) you*	**rozumeli?** *understand?*

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

NOUNS

verš	*verse*
pasáž	*passage*
obrátenie	*conversion*
kapitola	*chapter*
srdce	*heart*
veta	*sentence*
slovo	*word*
zámer	*intent*
príklad	*example*
obava	*concern*

VERBS

rozmýšľať	*to think*
nasledovať	*to follow*
uplatniť	*to apply*

ADJECTIVES

prvý	*first*
desiaty	*tenth*
úprimný	*sincere*
skutočný	*real*

PREPOSITIONS

až	*until / up to*

QUESTION WORDS

aký/á/é	*what kind of*

Review: “The scriptures invite the Holy Ghost into your teaching” (Preach My Gospel, p. 180).

Practice using the Slovak you have learned by sharing one of your favorite scriptures with your companion. Ask questions to check for understanding and to apply the scripture.

INTRODUCING THE SCRIPTURE

LET'S READ	NOUN	PREPOSITION	PREPOSITIONAL PHRASE
Čítajme *Let's read*	**verš** *a verse* **pasáž** *a passage*	**o** *about*	**viere a pokání.** *faith and repentance.* **krste.** *baptism.* **Duchu Svätom.** *the Holy Ghost.* **obrátení.** *conversion.*

WHEN	VERB	INTRO PHRASE		HOW	YOU CAN	VERB + NOUN
Keď *When*	**čítam,** *I read,* **čítame,** *we read,* **čítate,** *you read,*	**rozmýšľajte** *think*	**o tom,** *about that,*	**ako** *how*	**môžete** *you can*	**činiť pokánie.** *repent.* **nasledovať Krista.** *follow Christ.* **uplatniť uzmierenie.** *apply the Atonement.* **dostávať odpovede.** *recieve answers.*

READING THE PASSAGE

READ	PLEASE	DIRECT OBJECT	PREPOSITIONAL PHRASE	BOOK	VERSE	NUMBER
Prečítajte *Read (command)*	**prosím** *please*	**desiatu kapitolu** *tenth chapter* **prvú kapitolu** *first chapter* **úvod** *the introduction*	**v knihe** *in the Book*	**Moroniho** *(of) Moroni* **Jakuba** *(of) James*	**verš(e)** *verse(s)*	**tri až päť.** *three to five.* **päť.** *five.*

VERB	WHAT IT MEANS	SUBJECT
Viete, *Do you know,* **Rozumiete tomu,** *Do you understand (it)*	**čo znamená** *what it means*	**úprimné srdce?** *a sincere heart?* **táto veta?** *this sentence?* **toto slovo?** *this word?*

APPLYING THE SCRIPTURE

QUESTION PHRASE	VERB	OBJECT
Ako môžete *How can you* **Ako môžeme** *How can we*	**ukázať** *show* **uplatniť** *apply*	**vieru v Krista?** *faith in Christ?* **skutočný zámer?** *real intent?* **tento príklad?** *this example?* **tento verš?** *this verse?*

VERB	YOU HAVE	DIRECT OBJECT
Aké *What kind of*	**máte** *you have*	**otázky?** *questions?* **myšlienky?** *thoughts?* **obavy?** *concerns?*

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

NOUNS

písmo	*scripture*
dôsledok	*consequence*
bytosť	*being*
telo	*body*
srdce	*heart*

VERBS

existovať	*to exist*
rozhodnúť sa	*to decide*
začať	*to begin*
navštevovať	*to vist*
poslúchať	*to obey*
prejaviť	*to show*
vidieť	*to see*
odpovedať	*to answer*
počuť	*to hear*
viesť	*to lead*
uzdravovať	*to heal*

ADJECTIVES

pravdivý	*true*
fyzický	*physical*

PREPOSITIONS

k	*to*

CONJUNCTIONS

či	*whether*
tak(že)	*so*

Review: Practice telling the story of Joseph Smith to your companion. Then share an experience of your own using the patterns you have learned from this display while adding in other words unique to your experience.

INTRODUCING THE EXPERIENCE

SUBJECT	WANTED	VERB	WHETHER	---	PHRASE
Joseph Smith *Joseph Smith* **On** *He* **Ja som** *I*	**chcel(a)** *wanted (feminine)*	**vedieť,** *to know,* **rozumieť,** *to understand,* **zistiť,** *find out,*	**či** *whether*	**je** *there is*	**pravdivá cirkev.** *a true church.* **milosrdný Boh.** *a merciful God.* **odpustenie hriechov.** *forgiveness of sins.*
				Boh *God* **Ježiš** *Jesus*	**existuje.** *exists.* **ma pozná.** *knows me.*

preto
therefore
tak
so

SUBJECT	PAST TENSE VERB	VERB + NOUN
On *He* **Ja som** *I*	**sa rozhodol(la)** *decided (feminine)* **začal(a)** *began (feminine)*	**navštevovať zhromaždenie.** *to visit church.* **poslúchať slovo Boha.** *to obey the word of God.* **modliť sa k Bohu.** *to pray to God.* **študovať písma.** *to study the scriptures.* **prejaviť vieru v Krista.** *to show faith in Christ.*

EXPLAINING WHAT HAPPENED

SUBJECT	VERB	OBJECT
Joseph Smith *Joseph Smith* **On** *He*	**videl** *saw*	**Boha a Ježiša Krista.** *God and Jesus Christ.*

TRANSITION	PRONOUN	PAST VERB	GOD	PHRASE
Ako dôsledok, *As a consequence,* **Vďaka tomu,** *Thanks to that,*	**on** *he* **ja som** *I*	**zistil(a), že** *found out (feminine), that*	**Boh** *God*	**a Ježiš sú odlišné bytosti.** *and Jesus are separate beings.* **má fyzické telo.** *has a physical body.* **odpovedá na modlitby.** *answers prayers.* **sa stará o svoje deti.** *God cares for His children.*

APPLYING THE EXPERIENCE

ADVERB	---	VERB	THAT	SUBJECT	VERB	OBJECT
Predtým, *Before that,* **Potom,** *After that,*	**on** *he* **ja som** *I*	**zistil(a),** *found out (feminine)* **rozumel(a),** *understood (feminine)*	**že** *that*	**Boh** *God* **Ježiš Kristus** *Jesus Christ*	**počuje** *hears* **vedie** *leads*	**svoje deti.** *His children.* **ma.** *me.*
Podobne, *Similarly,*	**môžete** *you can*	**zistiť,** *find out* **rozumieť,** *understand*			**požehnáva** *blesses* **uzdravuje** *heals*	**nás.** *us.* **vás.** *you.*

Byť – To Be

Áno,
Yes,
Nie,
No,
Ale
But

SUBJECT	VERB (TO BE)	PREDICATE
Boh *God*	**je** *is*	**náš Nebeský Otec.** *our Heavenly Father.*

Ja *I*	**My** *We*
Ty *You (informal)*	**Vy** *You (formal)*
On/Ona/Ono *He/She/It*	**Oni/Ony** *They*

(nie)
(not)

som	**sme**
si	**ste**
je	**sú**

náš Nebeský Otec.
our Heavenly Father.
náš Spasiteľ.
our Savior.
náš brat.
our brother.
prorok.
(a) prophet.
dokonalý(é)(á)(í)*.
perfect.
trpezlivý(é)(á)(í)*.
patient.
šťastný(é)(á)(í)*.
happy.
Božie deti.
God's children.
bratia a sestry.
brothers and sisters.

?
Raise intonation

Boh
God
Ježiš Kristus
Jesus Christ
Joseph Smith
Joseph Smith

(ne-)
(not)

Bol(a) som *I was*	**Boli sme** *We were*
Bol(a) si *You were (informal)*	**Boli ste** *You were (formal)*
Bol/Bola/Bolo *He/She/It was*	**Boli** *They were*

Je Boh dokonalý?
Is God perfect?
Áno, Boh je dokonalý.
Yes, God is perfect.
Áno, ale my nie sme dokonalí.
Yes, but we are not perfect.

Je Joseph Smith náš Spasiteľ?
Joseph Smith is our Savior?
Nie, Joseph Smith nie je náš Spasiteľ.
No, Joseph Smith is not our Savior.
Nie, Ježiš Kristus je náš Spasiteľ.
No, Jesus Christ is our Savior.

**The 'ý', 'é', 'á', and 'í' endings at the end of an adjective represent gender and plurality: 'ý' = masculine sing., 'é' =neuter sing., 'á' = feminine sing., 'í' = masculine plural*

Function: Asking about and expressing a state of being
Context: Teaching the restoration

Scenario

You and your companion are walking towards your next appointment. On your way you notice a young man around 19 years old sitting on the sidewalk up ahead. As you walk you realize that he's been watching you and when you are close enough he signals for you to come over. He asks, "I've seen you guys walking around in several places lately. I have heard that you teach people about God, who is He?"

1. Practice: In pairs, one missionary takes the role of the young man as the other fills the role as the missionary. Practice discussing who God and Jesus Christ are.

2. Re-practice: Now the young man asks, "Who are you to teach these things?" Practice explaining:

- Who you are.
- Who a prophet is.
- Who the young man is.

Ty/Vy:

"Ty" and "Vy" both translate to "you" in English. Ty is singular and informal, whereas Vy is plural or formal. This means that ty is used to address a single person informally and vy is used to address a group of people OR a single person formally.

Additional Scenarios

• You are meeting with a young family and early on in your conversation the mother says, "I'm confused about all the different things I hear about God. Tell me what you believe about Him."

• You are riding on a city bus in your mission and you are sitting next to two women who are talking about how confusing and difficult life is; you feel impressed to share with them the truth about who they really are and who their Heavenly Father is.

Explanation

Options when declining Byť:

(Ja) som *I am*	**(My) sme** *We are*
(Ty) si *You are*	**(Vy) ste** *You are*
On je/Ona je/Ono je *He is/She is/It is*	**(Oni/Ony) sú** *They are*

Though the Slovak words in bold above are often listed together, the words in parentheses are optional. For example "som" without "ja" means "I am," likewise, "si" without "ty" means "you are." The parenthetical words are included to add clarification or emphasis.

Past tense:

When using "was not/were not", the negation "ne" is applied only to the first word: "bol/boli," not to the second word: "som/sme/si/ste." Example: "Neboli sme dokonalí."

Gender and Demonstrative Pronouns

Áno,
Yes,
Nie,
No,

	DEMONSTRATIVE PRONOUN	NOUN		VERB (TO BE)	ADJECTIVE
	Táto *This*	**kniha** *book*		**je** *is*	**pravdivá.** *true.*
MASCULINE	**Ten(to)** *That (this)*	**prorok** *prophet* **misionár** *missionary*	**(nie)** *(not)*		**dôležitý(é)(á)(í).** *important.* **pripravený(é)(á)(í).** *prepared.*
NEUTER	**To(to)** *That (this)*	**písmo** *scripture* **učenie** *teaching*			**čistý(é)(á)(í).** *clean.* **svätý(é)(á)(í).** *holy.*
FEMININE	**Tá(to)** *That (this)*	**kniha** *book* **nádej** *hope*			**pravdivý(é)(á)(í).** *true.* **silný(é)(á)(í).** *strong.*
MASCULINE ANIMATE PLURAL	**Tí(to)** *Those (these)*	**ľudia** *people* **apoštoli** *apostles*			**verný(é)(á)(í).** *faithful.* **úžasný(é)(á)(í).** *amazing.*
ALL OTHER PLURALS	**Tie(to)** *Those (these)*	**kapitoly** *chapters* **náuky** *doctrines*			**obľúbený(é)(á)(í).** *favorite.* **hlboký(é)(á)(í).** *deep.*

som	**sme**
si	**ste**
je	**sú**

?
Raise intonation

Tí ľudia sú verní?
Are those people faithful?
Áno, tí ľudia sú verní.
Yes, those people are faithful.
Nie, tí ľudia nie sú verní.
No, those people are not faithful.

Je tá kniha pravdivá?
Is that book true?
Áno, tá kniha je pravdivá.
Yes, that book is true.
Nie, tá kniha nie je pravdivá.
No, that book is not true.

The 'ý', 'í', 'á', and 'é' at the end of an adjective represent gender and plurality. 'ý' = masc. singular, 'í' = masc. plural, 'á' = fem. singular, 'é' = neut. singular and all other plurals

Function: Asking about and describing objects, people, and their characteristics
Content: Describing themes of the first lesson

Scenario

Pavol, a member, has invited you over for dinner so that you can meet one of his friends who is not a member. He tells you that the man's name is Michal and that he is Catholic, but not practicing. After dinner, Michal asks you about the Book of Mormon. Take some time to share with him your favorite passage of scripture, describing the chapter or verse and the people involved.

1. Practice: Working in pairs, one missionary takes on the role of Michal and the other the missionary. The missionary describes his or her scripture and bears testimony using the grammar and vocabulary just learned plus any other vocabulary already known. Following the practice, switch roles and do the activity a second time.

2. Re-practice: Michal was touched by your message. The day after you had the dinner, you receive a text message from him asking you to meet with him. He asks you to share more stories from the Book of Mormon. You practice sharing more scriptures with him and teaching him more about the gospel.

Additional Scenario

You meet a middle-aged man in the park on your way to district meeting. He has never learned about Christ or Heavenly Father. He asks, "What is God like?" Using the grammar from this and previous lessons, teach the man about Heavenly Father and Jesus Christ and share your testimony.

Conceptual Practice: Slovak vs. English Present Tense Verb Conjugation

Slovak present tense encompasses all of the forms of English present tense seen below (i.e. read, am reading, do read, and have been reading all translate to read in Slovak). Practice saying these example sentences according to Slovak present tense rules; omit the English words that will drop out when said in Slovak.

1. I read the Bible.
2. I am reading the Bible.
3. I do read the Bible.
4. I have been reading the Bible.
5. We pray daily.
6. Do you pray?
7. They are praying.
8. They have been praying.
9. I speak Slovak.
10. You are speaking Slovak.
11. Are you speaking Slovak?
12. Do you speak Slovak?
13. I am serving a mission.
14. I serve the Slovak people.
15. Do you have a testimony?
16. You have a testimony.
17. Are you a member?
18. I am a member.
19. How long have you been a member?
20. I am here as a missionary
21. I have been here for two months.
22. I am having some concerns.
23. Are you having any concerns?
24. Do you have any questions?
25. They have many questions.
26. We are reading the Book of Mormon
27. Do you seek the truth?
28. Are you reading the Book of Mormon?
29. Do you know English?
30. He understands.
31. They are seeking the truth.
32. I know English because I am American.
33. Do you understand?
34. Are you understanding?
35. We are praying daily.
36. Are you praying daily?
37. Are you seeking the truth?
38. Are you praying?
39. What do you do in your free time?
40. She has been understanding well.

Regular Verb Conjugations

Áno, *Yes*
Nie, *No,*
Často *Often*
Prečo *Why*
Pretože *Because*

SUBJECT	VERB	OBJECT
Boh *God*	**povoláva** *calls*	**proroka.** *a prophet.*

Ja *I*	**My** *We*
Ty *You*	**Vy** *You*
On/Ona *He / She*	**Oni/Ony** *They*

(ne-) *(not)*

Boh *God*
Prorok *(The) prophet*
Ľudia *People*
Proroci *Prophets*
Falošní proroci *False prophets*

AŤ

povoláv-~~ať~~ *(to) call*
získav-~~ať~~ *(to) get*
poslúch-~~ať~~ *(to) listen, obey*

\+

-am	**-ame**
-aš	**-ate**
-a	**-ajú**

IŤ

***založ-~~iť~~** *(to) establish*
***znovuzriad-~~iť~~** *(to) restore*

\+

-í(i)m	**-í(i)me**
-í(i)š	**-í(i)te**
-í(i)	**-ia**

OVAŤ

potreb-~~ovať~~ *(to) need*
vyuč-~~ovať~~ *(to) teach*

\+

-ujem	**-ujeme**
-uješ	**-ujete**
-uje	**-ujú**

STAŤ & NÚŤ

***odmiet-~~nuť~~** *(to) reject*
***dosta-~~ť~~** *(to) receive*

\+

- nem	**- neme**
- neš	**- nete**
- ne	**- nú**

proroka. *a prophet.*
zjavenie od Boha. *revelation from God.*
kňazskú právomoc. *priesthood authority.*
evanjelium Ježiša Krista. *the gospel of Jesus Christ.*
pravdu. *truth.*
cirkev. *church.*
Boha. *God.*
služobníkov. *servants.*
Ježiša Krista. *Jesus Christ.*
prorokov. *prophets.*

? *Raise intonation*

Prečo Boh povoláva prorokov?
Why does God call prophets?
Pretože ľudia potrebujú prorokov.
Because people need prophets.

Prečo poslúchaš proroka?
Why do you obey the prophet?
Pretože on získava zjavenie od Boha.
Because he gets revelation from God.

**Some of these verbs are perfective verbs, meaning that they are in future rather than present tense when conjugated. The rest are simply in the present tense*

Function: Asking about and describing actions and events
Context: Teaching about prophets and dispensations

Scenario

You are teaching a man named Viktor. He doesn't understand the difference between prophets and inspired men like Martin Luther etc. Explain to him and discuss the role of a prophet and how it differs from that of a reformer and other religious leaders.

1. Practice: In pairs, one missionary takes the role of Viktor and the other fill his or her role as the missionary. Practice discussing prophets and dispensations.

2. Re-practice: Switch roles and re-practice.

Additional Scenario

In the town square, you contact a lady who asks how much you get paid to be missionaries. She is quite surprised when you explain that you and all church leaders are volunteers. She then asks, "Who is your church's president and what responsibilities does he have?" Use this opportunity to teach and testify about the living prophet using the grammar and vocabulary just learned.

Possessive Pronouns

SUBJECT	VERB (TO BE)	POSSESSIVE ADJECTIVE	NOUN	
Boh *God*	**je** *is*	**náš** *our*	**Nebeský Otec.** *Heavenly Father.*	? Raise intonation

Áno, *Yes,*
Nie, *No,*

Ja *I*	**My** *We*	**(nie)** *(not)*	**som**	**sme**	**môj(e,a)*** *My*	**náš(e,a)*** *Our*	**Nebeský Otec.** *Heavenly Father.*
Ty *You (informal)*	**Vy** *You (formal)*		**si**	**ste**	**tvoj(e,a)** *Your (inform)*	**váš(e,a)*** *Your (form)*	**Vykupiteľ.** *Redeemer.*
On/Ona/Ono *He/She/It*	**Oni/Ony** *They*		**je**	**sú**	**jeho/jej** *His(its)/her*	**ich** *Their*	**Utešiteľ.** *Comforter.*
							priateľ. *friend.*
							nepriateľ. *enemy.*
							svetlo (neuter)**.** *light.*
							nádej (feminine)**.** *hope.*
							skala (feminine)**.** *rock.*
							príklad. *example.*

Boh
God
Ježiš Kristus
Jesus Christ
Pán
The Lord
Duch Svätý
The Holy Ghost
Satan
Satan

Je Ježiš Kristus váš Vykupiteľ?
Is Jesus Christ your Savior?
Áno, Ježiš Kristus je môj Vykupiteľ.
Yes, Jesus Christ is my Savior.
Áno, ale Satan nie je môj Vykupiteľ.
Yes, but Satan is not my Savior.

Je Satan náš nepriateľ?
Is Satan our enemy?
Áno, Satan je náš nepriateľ.
Yes, Satan is our enemy.
Áno, ale Duch Svätý je náš priateľ.
Yes, but the Holy Ghost is our friend.

1. The 'e' and 'a' at the end of a pronoun represents gender. 'e' = neuter and 'a' = feminine
*2. *The 'ô' in 'môj' and the 'á' in 'náš' and 'váš' are only used in the masculine form. Neuter and feminine forms drop the vôkáň or dĺžeň to become 'moje,' 'naše', 'vaše,' etc.*

Function: Asking about and expressing possession and ownership
Context: Testifying about gospel truths

Scenario

It is your first Sunday in a new area and the branch president asks you to briefly introduce yourself during sacrament meeting and bear your testimony.

1. Practice: Using the grammar principles you have just learned, introduce yourself and bear testimony of the gospel of Jesus Christ.

2. Re-practice: Switch roles and re-practice.

Additional Scenario

You've been invited to present a family home evening lesson to your new investigator's family. Your investigator, the father, wants you to teach his two young kids so that they will have a gospel foundation. Practice teaching about God, Jesus Christ, the Holy Ghost, and Satan in a simple way so that the children will understand.

Mať + Infinitive

	CONJUGATED VERB	INFINITIVE VERB	PREPOSITIONAL PHRASE/ OBJECT	
	Máme	**učiť**	**o odpadlíctve.**	?
	We should	*teach*	*about the apostasy.*	*Raise intonation*

Áno,
Yes,
Nie,
No,
Kedy
When
Teraz
Now
Ako
How
Čo
What

Mať – *should*

(Ne-)		
(Not)	**Mám** *I should*	**Máme** *We should*
	Máš *You (sing.) should*	**Máte** *You (pl.)should*
	Má *He/She should*	**Majú** *They should*

(sa) učiť
(to learn) to teach
sa modliť
to pray
čítať
to read
cítiť
to feel
nasledovať
to follow
dodržiavať
to keep
hrešiť
to sin

o odpadlíctve.
about the apostasy.
o pláne spásy.
about the plan of salvation.
o odpoveď.
for an answer.
každý deň.
every day.
Almu tridsať dva.
Alma thirty-two
vďačnosť voči Kristovi.
gratitude towards Christ.
šťastie vo väčšej miere.
happiness to a greater degree.
prikázania.
commandments.
príklad Ježiša Krista.
the example of Jesus Christ.
zmluvy.
covenants.

Čo máme učiť?
What should we teach?
Máme učiť o odpadlíctve.
We should teach about the apostasy.
Nemáme učiť o pláne spásy teraz.
We shouldn't teach about the plan of salvation now.

Ako máme nasledovať príklad Ježiša Krista?
How should we follow the example of Jesus Christ?
Máme dodržiavať prikázania.
We should keep the commandments.
Nemáme hrešiť.
We shouldn't sin.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching investigators and discussing their needs

Scenario

You are teaching Ján and Mária. It is your third visit and you are discussing how we should live and the importance of obedience to the commandments of the Lord.

1. Practice: In pairs, one missionary takes the role of Ján or Mária, the other takes the role of the missionary. Discuss the importance of living the principles of the gospel and making and keeping commitments to obey the commandments of our Heavenly Father, so that he can bless us with his promised blessings. Use the grammar principle and vocabulary of this lesson and any other grammar and vocabulary you may know up to this point.

2. Re-practice: Switch roles and re-practice.

Additional Scenario

Last week at church, the bishop of the ward where you are assigned to labor asked you and your companion to visit the Novák family. Brother and Sister Novák were baptized just two or three years ago but are not coming out to church. You visited them once since speaking with the bishop just to become acquainted and they are friendly and accepting of your visit. You asked if you could drop by again for 45 minutes with a message this evening. You have just had a prayer, and have decided to discuss how living the gospel can bless our lives.

Potrebovať / Musieť + Infinitive

Áno,
Yes,
Nie,
No,
Prečo
Why
Pretože
Because
Teraz
Now

	CONJUGATED VERB	INFINITIVE VERB	PREPOSITIONAL PHRASE/ OBJECT	
	Potrebuje *He needs*	**vedieť,** *to know*	**že Boh ho miluje.** *that God loves him.*	? *Raise intonation*

Potrebovať – *to need*

	Potrebujem *I need*	**Potrebujeme** *We need*
(Ne-) *(Not)*	**Potrebuješ** *You (sing.) need*	**Potrebujete** *You (pl.) need*
	Potrebuje *He/She needs*	**Potrebujú** *They need*

Musieť – *must, to have to*

	Musím *I must*	**Musíme** *We must*
	Musíš *You (sing.) must*	**Musíte** *You (pl.) must*
	Musí *He/She must*	**Musia** *They must*

učiť
to teach
vedieť
to know
cítiť
to feel
čítať
to read

plán spásy.
the Plan of Salvation.
o odpadlíctve.
about the apostasy.
že Boh ho/ju miluje.
that God loves him/her.
že modlitba je nutná.
that prayer is essential.
vplyv Ducha Svätého.
the influence of the Holy Ghost.
pokoj.
peace.
Bibliu.
Bible.
Knihu Mormonovu.
The Book of Mormon.
písma.
the scriptures.

Prečo potrebuje čítať písma?
Why does he need to read the scriptures?
Pretože potrebuje cítiť pokoj.
Because he needs to feel peace.
Pretože potrebuje vedieť, že Boh ho miluje.
Because he needs to know that God loves him.

Musí vedieť teraz o odpadlíctve?
Does she have to know about the apostasy now?
Áno, musí vedieť teraz o odpadlíctve.
Yes, she must know about the apostasy now.
Nie, nemusí vedieť teraz o odpadlíctve.
No, she doesn't have to know about the apostasy now.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching/talking with an investigator

Scenario

You and your companion are having weekly planning. One of your investigators, named Viliam, is struggling to gain a testimony and isn't making any progress. Take some time to discuss the investigator's needs and what you need to teach him.

1. Practice: Working in pairs discuss what needs to happen using the grammar and vocabulary just learned plus any other vocabulary you may already know.

2. Re-practice: Switch roles and re-practice.

Additional Scenario

You are meeting with the branch president and branch missionary after church in branch council meeting. One missionary assumes the role of the branch president while the second missionary takes on the role of the missionary. Council together about the status of the progressing investigators in your area and develop plans to help them progress toward baptism.

Vedieť + Infinitive

Áno,
Yes,
Nie,
No,
Ešte
Still

VERB	CONJUNCTION	CLAUSE	?
Ja viem, *I know*	**že** *že*	**Boh vás miluje.** *God loves you.*	*Raise intonation*

Vedieť – *to know*

(Ne-)	**(Ja) viem**	**(My) vieme**	**že**
(Not)	*I know*	*We know*	*that*
	(Ty) vieš	**(Vy) viete**	**či**
	You (sing.) know	*You (pl.) know*	*whether*
	On/ona vie	**(Oni) vedia**	
	He/she knows	*They know*	

Boh je váš milujúci Nebeský Otec.
God is your loving Heavenly Father.
Kniha Mormonova je slovo Božie.
The Book of Mormon is the word of God.
Joseph Smith je prorok.
Joseph Smith is a prophet.
toto posolstvo je pravdivé.
this message is true.

ako
how

sa modliť?
to pray?
rozpoznať odpoveď na vašu modlitbu?
to recognize an answer to your prayer?
čítať a rozumieť písmam?
to read and understand the scriptures?
obdržať svedectvo?
to gain a testimony?

Viete, že Kniha Mormonova je slovo Božie?
Do you know that the Book of Mormon is the word of God?
Áno, viem, že Kniha Mormonova je slovo Božie.
Yes, I know that the Book of Mormon is the word of God.
Nie, ešte neviem, či Kniha Mormonova je slovo Božie.
No, I still don't know whether the Book of Mormon is the word of God.

Viete, ako sa modliť?
Do you know how to pray?
Áno, viem, ako sa modliť.
Yes, I know how to pray.
Nie, neviem, ako sa modliť.
No, I don't know how to pray.

The 'Ja,' 'My,' 'Ty,' 'Vy,' and 'Oni,' in parentheses, are optional and used for emphasis

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Sharing testimony and checking for understanding

Scenario

You have been teaching Lucia for a few weeks. She has been reading The Book of Mormon and praying to know that it is true. Lucia has often mentioned that she feels good when she reads and has shared several spiritual experiences she has had while reading the scriptures and while praying. When you talk about baptism, Lucia says that she thinks that baptism is a good thing, but doesn't feel like she has a testimony of Joseph Smith or the restored church yet.

1. Preparation: Take a few minutes to discuss how you can help Lucia recognize her feelings as an answer to her prayers. Select one or two scriptures that you could use to help Lucia recognize her testimony.

2. Practice: In pairs, one missionary takes the role of Lucia and the other the missionary. Using the grammar principle and vocabulary of this lesson, discuss how to recognize impressions from the Holy Ghost. Discuss the link between a testimony of the Book of Mormon and the Restoration of the Church of Jesus Christ through the Prophet Joseph Smith. Bear testimony to invite the Spirit.

3. Re-practice: Switch roles, rotate practice companions, and repeat the activity a second time.

Additional Scenario

While at church, one of the members mentions to you that a young single adult just moved into the apartment next to theirs and told them that he had been meeting with the missionaries before he moved to this new location, and has expressed interest in continuing his contact with the missionaries.

You received his address, contacted him, and are now in his apartment for the first time. Having just had a prayer, you now want to find out where he is in his progress of learning about the gospel. Ask questions to check his understanding.

Chcieť + Infinitive

	CONJUGATED VERB	INFINITIVE VERB	PREPOSITIONAL PHRASE/ OBJECT	
	Chcem *I want*	**vysvetliť** *to explain*	**Kristovu náuku.** *Christ's doctrine.*	? *Raise intonation*

Áno, *Yes,*
Nie, *No,*
Dnes *Today*
Ako *How*
Čo *What*
Teraz *Now*
Ale *But*

Chcieť – *to want*

	Chcem *I want*	**Chceme** *We want*
(Ne-) *(Not)*	**Chceš** *You (sing.) want*	**Chcete** *You (pl.) want*
	Chce *He/She wants*	**Chcú** *They want*

INFINITIVE VERB	PREPOSITIONAL PHRASE/ OBJECT
(sa) učiť *(learn) to teach*	**o Knihe Mormonovej.** *about the Book of Mormon.*
sa rozprávať *to talk*	**o modlitbe.** *about prayer.*
vysvetliť *to explain*	**o zmysle života.** *about the purpose of life.*
opisovať *to describe*	**Kristovu náuku.** *Christ's doctrine.*
vedieť *to know*	**prečo je viera nutná pre spásu.** *why faith is necessary for salvation.*
čítať *to read*	**dôležitosť krstu.** *the importance of baptism.*
mať *to have*	**proces pokánia.** *the process of repentance.*
sa modliť *to pray*	**písma.** *the scriptures.*
sa zmeniť *to change (oneself)*	**pravdu.** *truth.*

Chcete čítať Knihu Mormonovu?
Do you want to read the Book of Mormon?
Áno, chcem čítať Knihu Mormonovu.
Yes, I want to read the Book of Mormon.
Nie, nechcem čítať Knihu Mormonovu.
No, I don't want to read the Book of Mormon.

Chcete poznať pravdu?
Do you want to know the truth?
Áno, chcem poznať pravdu.
Yes, I want to know the truth.
Áno, ale nechcem sa zmeniť.
Yes, but I don't want to change.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Asking about and establishing expectations

Scenario

Your area has just received a referral from a neighboring city. The referral is for a man named Bernard who has family in the church. Though he is unsure of what to expect from the teaching process, he has expressed desire to be baptized and join the faith of his relatives. Take time during this first meeting to explain what you want to teach while finding out what his expectations are.

1. Practice: One missionary takes the role Bernard as the other fulfills his or her role as a missionary.

2. Re-practice: Switch roles and re-practice.

Additional Scenarios

You have been asked by the branch president of the city in which you are serving to visit a less-active member of the Church and then report back to him.

1. Practice: Part One
One missionary takes the role of the less-active member (*consider taking on the role of a less-active member you know personally from back home). The other missionary fulfills his or her role as a missionary.

2. Practice: Part Two
One missionary takes the role of the branch president as the other takes the role of the missionary who is reporting back. Give a report of what you learned about the less-active from your meeting.

Past Tense, L-form

Áno, *Yes,*
Nie, *No,*
Čo *What*
Prečo *Why*
Pretože *Because*

SUBJECT				VERB	NOUN	
Ježiš Kristus *Jesus Christ*				**učil** *taught*	**evanjelium.** *the gospel.*	? *Raise intonation*

Ja *I*	**My** *We*	**som**	**sme**
Ty *You (informal)*	**Vy** *You (formal)*	**si**	**ste**
On/Ona/Ono *He/She/It*	**Oni/Ony** *They*	**--**	**--**

(ne-) *(didn't)*

AŤ	**povola-ť' ⟶ l(a,o,i)** *called*	**apoštolov.** *apostles.*
	kona-ť' ⟶ l(a,o,i) *performed*	**cirkev.** *the Church.*
	prorokova-ť' ⟶ l(a,o,i) *prophesied*	**mnoho ľudí.** *many people.*
IŤ	**zabi-ť' ⟶ l(a,o,i)** *killed*	**uzmierenie.** *the atonement.*
	uskutočni-ť' ⟶ l(a,o,i) *accomplished*	**o odpadlíctve.** *about the apostasy.*
	uči-ť' ⟶ l(a,o,i) *taught*	**evanjelium.** *the gospel.*
	založi-ť' ⟶ l(a,o,i) *established*	**Ježiša Krista.** *Jesus Christ.*
NUŤ	**odmiet-~~nuť~~' ⟶ (ol,la,lo,li)** *rejected*	**prorokov.** *prophets.*
		zázraky. *miracles.*

Ježiš Kristus *Jesus Christ*
Hriešni ľudia *Sinful people*
Apoštoli *The apostles*
Proroci *Prophets*
Boh *God*
Kto *Who*

Prečo hriešni ľudia zabili Ježiša Krista?
Why did sinful people kill Jesus Christ?
Pretože odmietli evanjelium.
Because they rejected the gospel.
Pretože konal zázraky.
Because He preformed miracles.

Prečo proroci učili?
Why did prophets teach?
Boh povolal prorokov.
God called prophets.
Oni založili cirkev.
They established the Church.

The 'a', 'o', and 'i' at the end of a verb in l-form represent gender and plurality. 'a' = feminine, 'o' = neuter, 'i' = plural, the 'l' without a vowel following denotes masculine.

Function: Asking about and describing actions and events
Context: Discussing prophets, Christ's earthly ministry, and the apostasy

Scenario

You are teaching the restoration to your investigators, Peter and his wife Katka. They have questions and you want to take the time necessary (10 to 15 minutes) to answer and discuss as many details as they want. You decide to use the first lesson brochure. Use the pictures and a couple of key scriptures.

1. Practice: Working in companionships and using grammar and vocabulary of this lesson and any other grammar and vocabulary you already know, discuss prophets, Christ's earthly ministry, and the apostasy. One missionary takes the role of one of the investigator as the other takes the role of the missionary.

2. Re-practice: Switch roles, rotate practice companions, and repeat the activity.

Additional Scenario

Today is your preparation day and you are at the local library sending e-mails to your family. Just as you finish, a young person comes up to you and says that he recognizes you as missionaries from the Mormon Church and has a couple of questions for you. You agree to spend a few minutes and sit down with him at a table. He tells you that he has been reading about your beliefs of prophets and apostasy. With one missionary taking the role of the young person, and the other the missionary, discuss prophets, Christ's earthly ministry and the apostasy.

Conceptual Practice: Intro to Cases

The endings of nouns, adjectives, pronouns, and numerals in Slovak change based on the gender, plurality, and case of the word in the sentence. Practice deciding to which case each noun, adjective, and pronoun belongs. Mark each word in the sentence with the appropriate case number.

1st case *Nominative*: the subject; the most basic form of the word; answers the question Who/What
2nd case *Genitive*: "of" something/someone, or something's/someone's; answers the question Of whom/Of what
3rd case *Dative*: "to" something/someone; the indirect object; answers the question To whom/To what
4th case *Accusative*: the direct object; answers the question Whom/What

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1. I am a missionary.
2. The Church of Jesus Christ is true.
3. The Holy Ghost is a guide.
4. The gift of the Holy Ghost is precious.
5. God loves us because we are His children.
6. We can know that the Book of Mormon is true.
7. Heavenly Father sent His Son.
8. Baptism symbolizes the death and resurrection of Jesus Christ.
9. Repentance is the second principle of the Gospel.
10. We must continually develop Christlike attributes.
11. We can return to God.
12. I have a testimony of Jesus Christ.
13. Heavenly Father and Jesus Christ revealed themselves to Joseph Smith.
14. Do you have a copy of the Book of Mormon?
15. They want to know the truth.
16. They revealed the truth to Joseph Smith.
17. The purpose of this life is to prepare to meet God.
18. I will give the pamphlet to you.
19. We are members of the Church of Jesus Christ.
20. Will you read the chapter?
21. The Spirit will tell you what you should do.
22. God gives prophets authority to perform ordinances.
23. People rejected the word of God.
24. Jesus Christ called apostles.
25. Joseph Smith translated the Book of Mormon.
26. The Book of Mormon contains the fullness of the Gospel.
27. The Gospel brings us blessings.
28. God has given us the freedom to choose.
29. The Atonement provides us the way to repent.
30. I will read you these verses.
31. The writings of prophets give us strength.
32. Heavenly Father sent us to earth.

Accusative – what (4th case)

	SUBJECT		VERB	DIRECT OBJECT (4th CASE ACCUSATIVE)	
	Boh *God*		**povolal** *called*	**proroka.** *a prophet.*	? *Raise intonation*
Áno, *Yes,* **Nie,** *No,*	**Boh** *God* **Prorok** *A prophet* **Ježiš Kristus** *Jesus Christ* **Ľudia** *People* **Joseph Smith** *Joseph Smith* **Kniha Mormonova** *The Book of Mormon* **Duch Svätý** *The Holy Ghost* **Kto** *Who*	**(ne-)** *(don't)* *(didn't)*	**povolal(i)** *called* **učí** *teaches* **uskutočnil(i)** *performed* **založil(i)** *established* **poslúchal(i)** *obeyed* **reformoval(i)** *reformed* **preložil(i)** *translated* **znovuzriadil(i)** *restored* **zjavuje** *reveals*	MASCULINE: **prorok** / *prophet*; **Joseph Smith** → **+a.** / *Joseph Smith*; **plán*.** / *plan.* NEUTER: **Evanjelium*.** / *The Gospel.*; **uzmierenie*.** / *the Atonement.* FEMININE: **znalosť*.** / *knowledge.*; **cirkev*.** / *church.*; **pravd-~~a~~** → **+u.** / *truth* **Knih-~~a~~ Mormonov-~~a~~** / *Book of Mormon*	

Kto povolal Josepha Smitha?
Who called Joseph Smith?
Boh povolal Josepha Smitha.
God called Joseph Smith.

Kto preložil Knihu Mormonovu?
Who translated the Book of Mormon?
Joseph Smith preložil Knihu Mormonovu.
Joseph Smith translated the Book of Mormon.

**Masculine inanimate nouns, neuter nouns, and feminine –ost' patterns do not change in the accusative case. Cirkev follows –ost'.*

Function: Asking about and describing actions and events
Context: Teaching the doctrines of the first lesson

Scenario

You are contacting in the town square and you start up a conversation with a business man. He tells you he is in a hurry but wants to sit down with you for a few minutes to discuss your message. You find a nearby café and give him a brief overview of the main points of the first lesson.

1. Practice: In pairs, one missionary takes the role of the business man as the other fills his or her role as the missionary. Practice discussing the principles of the first lesson.

2. Re-practice: Switch roles and re-practice.

Additional Scenario

Bear testimony to your investigators about the principles of the first lesson that you know to be true. Practice using the grammar and vocabulary above, as well as that which you have learned previously.

Dative – to whom (3rd case)

SUBJECT	INDIRECT OBJECT (3RD CASE DATIVE)			VERB	DIRECT OBJECT (4TH CASE ACCUSATIVE)	
Boh *God*	**nám** *us*			**poslal** *sent*	**Svojho Syna.** *His Son.*	? *Raise intonation*
Áno, *Yes,* **Nie,** *No,* **Ako** *How* **Ale** *But* **Čo** *What*						
Ježiš *Jesus*	**mi** *me*	**nám** *us*		**ukazuje** *shows*	**evanjelium.** *gospel.*	
Satan *Satan*	**ti** *you*	**vám** *you*	**(ne-)** *(not)*	**dáva** *gives*	**lásku.** *love.*	
Boh *God*	**mu/jej** *him/her*	**im** *them*		**dal** *gave*	**zjavenie.** *revelation.*	
evanjelium *the gospel*				**zjavil** *revealed*	**pochybnosti.** *doubts.*	
Duch Svätý *The Holy Ghost*	**pokorným ľuďom** *humble people*			**poslal** *sent*	**Svojho Syna.** *His Son.*	
	Josephovi Smithovi *Joseph Smith*			**pomáha (mať)** *helps (to have)*	**svetlo.** *light.*	
	svojim deťom *His children*				**pravdu.** *truth.*	
					Ducha Svätého. *The Holy Ghost.*	
					požehnania. *blessings.*	

Ukazuje nám Boh lásku?
Does God show us love?
Áno, Boh nám ukazuje lásku.
Yes, God shows us love.
Áno, ale Satan nám neukazuje lásku.
Yes, but Satan doesn't show us love.

Ako vám Duch Svätý pomáha?
How does the Holy Ghost help you?
Duch Svätý mi dáva svetlo.
The Holy Ghost gives me light.
Duch Svätý mi ukazuje pravdu.
The Holy Ghost shows me the truth.

Function: Narrating experiences and telling stories
Context: Discussing how the gospel blesses us

Scenario

You are in the Vankovci home at the request of the branch president. The Vankovci have been members of the Church for just about two years. Brother Vanko is an Elder but both he and his wife are less active. The branch president has asked you to visit them, become acquainted, and help them see how the gospel can bless their lives.

1. Practice: Working with your companion, one of you being Brother or Sister Vanková and the other being the missionary, discuss the blessings of the gospel of Jesus Christ.

2. Re-practice: Switch roles and re-practice.

Additional Scenario

While riding the city bus on the way to district meeting you strike up a conversation with a girl sitting at the back. She tells you about her worries with school and her doubt that she'll be able to ever be happy until after she graduates and no longer has to take tests. She asks if you are also a student in Slovakia. Take the opportunity to quickly introduce yourself and share your testimony of why you came and how the gospel blesses lives.

Genitive – of (2nd case)

	SUBJECT		NOUN IN 2ND CASE GENITIVE			VERB + OBJECT	
	Obeť *The sacrifice*		**Ježiša** *of Jesus*			**dáva nádej.** *gives hope.*	? *Raise intonation*
Áno, *Yes,* **Nie,** *No,*	**Uzmierenie** *The Atonement* **Obeť** *The sacrifice* **Svedectvo** *The testimony* **Viera** *The faith* **Zodpovednosť** *Responsibility* **Láska** *The love* **Požehnanie** *The blessing*	MASCULINE	**Ježiš** → **+a** *of Jesus* **Satan** → **+a** *of Satan* **misionár** → **+a** *of the missionary* **záujemc~~-a~~** → **+u** *of the investigator*	FEMININE	**(ne-)** *(not)*	**dáva nádej.** *gives hope.* **pomáha ľuďom.** *helps people.* **učí pravdu.** *teaches truth.* **posilňuje rodinu.** *strengthens the family.* **prináša požehnania.** *brings blessings.* **prináša pokoj.** *brings peace.*	
		FEMININE	**matk~~-a~~** → **+y** *of the mother* **misionárk~~-a~~** *of the sister ~~missionary~~* **znalos~~-ť~~** → **+ti** *of knowledge*	NEUTER			
		NEUTER	**písm~~-o~~** → **+a** *of the scripture* **evanjeli~~-um~~** *of the gospel*				

Prináša obeť Ježiša požehnania?
Does the sacrifice of Jesus bring blessings?
Áno, obeť Ježiša prináša požehnania.
Yes, the sacrifice of Jesus brings blessings.

Učí svedectvo Satana pravdu?
Does the testimony of Satan teach truth?
Nie, svedectvo Satana neučí pravdu.
No, the testimony of Satan does not teach truth.

Function: Asking about and expressing possession and ownership
Context: Discussing blessing of the restored gospel

Scenario

You are teaching Dušan for the first time. Dušan is very kind to you, but he seems unsure of the immediate, personal importance of the gospel in his life.

1. Prepare: Take a few minutes to think about blessings of the gospel and where they come from. Add extra vocabulary and phrases as needed. Also, find a scripture that will help him see and feel the blessings and importance of the gospel.

2. Practice: In pairs, each missionary will have a chance to play the role of Dušan as his or her companion teaches. Promise specific blessings that come from living the gospel, focusing on using genitive case and any other familiar grammar and vocabulary.

3. Re-practice: Switch roles and re-practice.

Additional Scenario

You are visiting a newly baptized member named Erika. As you discuss the changes she's seen since baptism and confirmation, she hesitantly shares some concerns. Erika fears that she won't be able to stick to the gospel life she's committed to live. Share with her the blessings of living the gospel, focusing on phrases that use genitive case. Think of a scripture you can share to help her see the blessing that come from living the gospel.

Instrumental (7th case)

	SUBJECT		PARTICIPLE		NOUN IN 7TH CASE INSTRUMENTAL		?
	Proroci *Prophets*		**sú povolaní** *are called*		**zjavením.** *by revelation.*		
Áno, *Yes,* **Nie,** *No,*	**Joseph Smith** *Joseph Smith* **Kniha Mormonova** *The Book of Mormon* **Všetci (verní) ľudia** *All (faithful) people* **Proroci** *Prophets* **Apoštoli** *Apostles*	**(ne-)** *(not)*	**bol(i) povolaný(í)** *was (were) called* **bola preložená** *was translated* **budú spasení** *will be saved* **sú povolaní** *are called*	MASCULINE NEUTER FEMININE	**Ježiš Krist-~~us~~** *by Jesus Christ* **Boh** *by God* **Joseph Smith** *by Joseph Smith* **uzmieren-~~ie~~** *through the Atonement* **zjaven-~~ie~~** *through revelation* **vier-~~a~~** *through faith* **poslušnosť** *by obedience* **moc Bož-~~ia~~** *by the power of God*	**+om.** **+ím.** **+ou.**	*Raise intonation*

Budú všetci ľudia spasení uzmierením?
Will all people be saved by the atonement?
Áno, všetci verní ľudia budú spasení uzmierením.
Yes, all faithful people will be saved by the atonement.
Áno, všetci verní ľudia budú spasení Ježišom Kristom.
Yes, all faithful people will be saved by Jesus Christ.

Boli proroci povolaní Josephom Smithom?
Prophets were called by Joseph Smith?
Nie, proroci neboli povolaní Josephom Smithom.
No, prophets were not called by Joseph Smith.
Proroci boli povolaní Bohom.
Prophets were called by God.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Speaking about gospel truths

Scenario

You are teaching about the restoration and other truths from the first lesson. Your investigator, Števo and his friend Robo have questions and you want to take the time necessary to answer and discuss as many details as they want.

1. Practice: One missionary takes the role of Števo or Robo as the other fulfills his or her role as a missionary. Use grammar and vocabulary of this lesson and any other grammar and vocabulary you may know up to this point. Discuss the restoration of the gospel through the Prophet Joseph Smith.

2. Re-practice: Switch roles and re-practice.

Additional Scenario

While walking home from a teaching appointment you see an older lady packing some groceries up a hill. You offer your help, grab the groceries, and begin walking with her towards her house. After telling her you're missionaries she asks what the basic beliefs of your church are. Use the opportunity to teach and testify.

Conceptual Practice: Aspect - Imperfective vs. Perfective

Most Slovak verbs have two forms: perfective and imperfective.

Perfective verbs are used for completed actions; either the action is complete or the action will be started and completed at some point in the future. Perfective verbs do not exist in the present tense. Conjugated perfective verbs have a future meaning.

Imperfective verbs are used for present actions, incompleted actions, or continuous actions.

For each sentence below, state whether the sentence requires a perfective or an imperfective verb.

1. Will you *read* the Book of Mormon every day?
2. May we *stop by* tomorrow night?
3. Yes, I will *read* this chapter tonight.
4. The Holy Ghost *teaches* truth.
5. We *pray* daily.
6. Will you *say* the closing prayer?
7. I *read* that chapter last night?
8. Will you *hold* regular family prayer?
9. The Atonement *provides* a way to repent.
10. Do you *go* to church?
11. Christ *established* His church.
12. Will you *live* the law of tithing?
13. God *prepared* a plan for us.
14. I *prayed*, and God *answered* my prayer.
15. Do you *pray*?
16. God *called* a prophet in our time.
17. Will you *come* to church on Sunday?
18. I'll *come* at 7 o'clock.
19. Will you *read* this verse?
20. She *works* every day.
21. We are *reading* the Book of Mormon.
22. They *drink* and *smoke*.
23. Heavenly Father *blesses* us for obedience.
24. Why do you *pray*?
25. We can *return* to *live* with God.
26. Christ *gave* his apostles authority.
27. A modern prophet *gives* us council.
28. The gospel *strengthens* families.
29. Do you *believe* in God?
30. The prophet *directs* the Church today.
31. She'll *read* the pamphlet before Friday.
32. Joseph *studied* the Bible to *find* the truth.
33. Will you *invite* your friend to *come*?
34. We *strive* to *follow* the Spirit.
35. Are they *reading* the Book of Mormon?
36. I will *learn* the first vision in Slovak.
37. What *happened*?
38. We'll *stop by* Saturday morning.
39. God *calls* prophets in every dispensation.
40. If you will *pray*, God will *answer* you.

Future Tense – Imperfective vs. Perfective

	VERB	VERB	OBJECT/ PREPOSITIONAL PHRASE	ADVERB	
	Budem	**čítať**	**Knihu Mormonovu**	**každý deň.**	?
	I will	*(to) read*	*the Book of Mormon*	*every day.*	*Raise intonation*

future byť

Áno, *Yes,*		**Budem** *I will*	**Budeme** *We will*	**čítať** *(to) read*	**Knihu Mormonovu** *the Book of Mormon*	**každý deň.** *every day.*
Nie, *No,*	**(ne-)** *(not)*	**Budeš** *You (sing.) will*	**Budete** *You (pl.) will*		**Bibliu** *the Bible*	**každý večer.** *every evening.*
Ale, *But,*		**Bude** *He/She will*	**Budú** *They will*	**sa modliť** *(to pray*	**k Bohu** *to God*	**často.** *often.*

Prečítať – *to read*

(ne-) *(not)*	**Prečítam** *I will read*	**Prečítame** *We will read*	**tento verš** *this verse*	**teraz.** *now.*
	Prečítaš *You will read*	**Prečítate** *You will read*	**kapitolu desať** *chapter ten*	**dnes večer.** *tonight.*
	Prečíta *He/She will read*	**Prečítajú** *They will read*	**dve kapitoly** *two chapters*	**zajtra.** *tomorrow.*
			k Bohu *to God*	**v nedeľu.** *on Sunday.*
			o Josephovi Smithovi *about Joseph Smith*	**do pondelka.** *by Monday.*
			ohľadom Knihy Mormonovej *concerning the Book of Mormon*	

Pomodliť sa – *to pray*

Pomodlím sa *I will pray*	**Pomodlíme sa** *We will pray*
Pomodlíš sa *You will pray*	**Pomodlíte sa** *You will pray*
Pomodlí sa *He/She will pray*	**Pomodlia sa** *They will pray*

Budete sa modliť k Bohu každý večer?
Will you pray to God every evening?
Áno, budem sa modliť k Bohu každý večer.
Yes, I will pray to God every evening.
Áno, ale nebudem sa modliť o Josephovi Smithovi.
Yes, but I will not pray about Joseph Smith.

Prečítajú kapitolu desať zajtra?
Will they read chapter ten tomorrow?
Áno, prečítajú kapitolu desať zajtra.
Yes, they will read chapter ten tomorrow.
Nie, neprečítajú kapitolu desať zajtra.
No, they will not read chapter ten tomorrow.

Function: Narrating experiences and telling stories
Context: Extending and receiving commitment invitations

Scenario

You are teaching Ivan for the first time. He seems very positive and open to hearing your message. During this visit you've focused on the importance of receiving revelation through prayer and the Book of Mormon. Invite him to make and keep commitments so that he can gain a personal testimony.

1. Practice: In pairs, one missionary takes the role of Ivan, the other fulfills his or her role as a missionary. Practice inviting Ivan to make and keep commitments that will help him gain a testimony. Use the grammar principle and vocabulary of this lesson plus principles and vocabulary from any previous lessons. After extending the commitment, promise appropriate blessings.

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

You have been teaching a newly married couple, Jozef and Klára, for a couple of weeks now. In this visit, you have just taught them about eternal families and the importance family prayer. Testify and promise them blessings that can be theirs as they hold regular family prayer. Invite them to gain a testimony by committing to daily family prayer.

Adverbs

SUBJECT	VERB	ADVERB
Ja *I*	**sa cítim** *feel*	**oddane.** *dedicated.*

? *Raise intonation*

Áno, *Yes,*
Nie, *No,*

sa cítiť – *to feel*

Ja *I*	**My** *We*	**(ne-)** *(not)*	**sa cítim** *I feel*	**sa cítime** *we feel*
Ty *You (informal)*	**Vy** *You (formal)*		**sa cítiš** *you feel*	**sa cítite** *you feel*
On/Ona/Ono *He/She/It*	**Oni/Ony** *They*		**sa cíti** *he/she/it feels*	**sa cítia** *they feel*

Keď sa modlíte...
When you pray...
Keď čítaš...
When you read...

ako sa cítite?
how do you feel?

Ako vyzerá?
How does he/she/it look?

vyzerať – *to look/seem/appear*

vyzerám *I look*	**vyzeráme** *we look*
vyzeráš *you look*	**vyzeráte** *you look*
vyzerá *he/she/it looks*	**vyzerajú** *they look*

šťastn-ý
happy
pokojn-ý
peaceful
osamoten-ý **+ e.**
alone
oddan-ý
dedicated
výborn-ý
excellent
zvedav-ý
curious
múdr-y **+ o.**
wise
vesel-ý
cheerful
priateľsk-ý **+ y.**
friendly
fantastick-ý
fantastic

Ako sa cítite, keď sa modlíte?
How do you feel when you pray?
Cítim sa šťastne.
I feel happy.
Ja sa necítim osamotene.
I don't feel alone.

Ako sa cítite, keď čítate?
How do you feel when you read?
Keď čítam, cítim sa pokojne.
When I read, I feel peaceful.
Keď čítam, cítim sa fantasticky.
When I read, I feel fantastic.

Function: Asking about and describing actions and events
Context: Describing feelings and following up on commitments

Scenario

You and your companion are teaching an investigator named Lenka. This is your second lesson with her and you just finished watching The Restoration video. There is a strong spirit in the room that you and your companion can both feel. Ask her how she feels. Explain how you feel. Help her understand how it feels when the Holy Ghost testifies of truth. Use scriptures to help her understand the fruits of the Spirit.

1. Practice: In pairs, have one missionary take the role of Lenka and the other fill his or her role as the missionary. Practice asking about the investigator's feelings, explaining your own, and explaining the feelings felt in conjunction with the Holy Ghost. Use grammar principles and vocabulary from this lesson and any other pervious lesson.

2. Re-practice: Switch roles and re-practice.

Additional Scenario

You and your companion just extended a baptismal commitment to your investigator Samo. He agreed on the condition of whether or not he gets an answer that the Book of Mormon is true. Ask him how he feels as he reads and express your excitement for him. Use a scripture and explain how the Holy Ghost can answer our prayers through our feelings. Help him understand how he will feel when he gets his answer from the Holy Ghost that the Book of Mormon is true.

Conceptual Practice: *Aby*

The Slovak conjunction “aby” can be translated multiple ways: in order to..., so that..., that..., so..., to...
- My sme na zemi, **aby sme** sa učili a rástli. We are on earth **in order to** lean and grow. (Uses “in order to;” uses “aby”)
- On povolal Josepha Smitha, **aby** sa stal prorokom. He called Joseph Smith **to** be a prophet. (Uses “to;” uses “aby”)

It can also be used to connect clauses to express wish, desire, requests or commands, advice, etc. Aby is used when the subjects in the two clauses differ (*Boh vs. my, ja vs. on*). When the subject is the same, aby is not needed. For example:
- Boh chce, aby sme boli šťastní. God wants us to be happy. (Two different subjects; uses “aby”)
- Ja chcem byť šťastný. I want to be happy. (One subject; does not use “aby”)

Determine whether the following sentences would use “aby” when translated into Slovak. When appropriate, show where aby would be placed in the sentence.

1. We are on earth to prepare to meet God.
2. God calls prophets to teach us His will.
3. Christ died for all of us.
4. We ask Thee to bless us with patience.
5. God sent us to earth to learn and grow.
6. What can we do for you?
7. We’ll call you about the appointment tomorrow.
8. Physical death is necessary to become perfect.
9. God established families to bring happiness to His children.
10. Our faith in Christ leads to repentance.
11. Allow me to introduce myself…
12. God called prophets, who are inspired teachers.
13. Heavenly Father wants us to return to live with Him.
14. Joseph studied the Bible and found answers to his questions.
15. God commands us to pray to Him.
16. Christ visited the American continent to establish His church.
17. Heavenly Father wants us to become like Him.
18. God commanded Adam and Eve to multiply and replenish the earth.
19. We must be forgiven of our sins to enter into God’s presence.
20. To sincerely repent, we need to recognize our sins.
21. God has always required His children to make covenants.
22. God gives us commandments to protect us.
23. God commands His prophets to teach the truth.
24. Members are counseled to obey the law.
25. The Church focuses on helping its members.
26. God sent His Son to earth to atone for our sins.
27. You need to stop smoking before your baptism.
28. Will you pray to receive an answer?
29. Whom can we invite to come to church?
30. God calls prophets to testify of Jesus Christ.
31. Will you invite your friends to meet with us?
32. To feel the Spirit, you can share your testimony.
33. God prepared a plan to help us to progress.

Aby

CLAUSE	CONJUNCTION (ABY + CONJUGATED BYŤ)	DEPENDENT CLAUSE (VERB IN L-FORM)
My sme na zemi, *We are on the earth*	**aby sme** *in order that we*	**získali fyzické telá.** *gain physical bodies.*

?
Raise intonation

Áno,
Yes,
Nie,
No,
Prečo
Why
Čo chce Boh?
What does God want?

Aby – *in order that, so that, so as*

Nebeský Otec chce,
Heavenly Father wants
Ježiš Kristus chce,
Jesus Christ wants
Boh nás poslal na zem,
God sent us to earth
Ježiš Kristus zomrel,
Jesus Christ died
My sme na zemi,
We are on the earth

aby som *in order that I*	**aby sme** *in order that we*
aby si *in order that you*	**aby ste** *in order that you*
aby *in order that he/she*	**aby** *in order that they*

vedel(a,i), že nás miluje.
know that He loves us.
mal(a,i) radosť.
have joy.
činil(a,i) pokánie.
repent.
prišiel(la,li) k Nemu.
come unto Him.
bol(a,i) šťastný(á,í).
be happy.
získal(a,i) fyzické telá.
gain physical bodies.

Čo chce Boh?
What does God want?
Boh chce, aby sme boli šťastní.
God wants us to be happy.
Boh chce, aby ste činili pokánie.
God wants you to repent.

Prečo nás Boh poslal na zem?
Why did God send us to earth?
Boh nás poslal na zem, aby sme mali radosť.
God sent us to earth in order that we are happy.
Boh nás poslal na zem, aby sme získali fyzické telá.
God sent us to earth in order that we gained physical bodies.

1. Aby in third person (in order that he/she/they) does not require the conjugated form of byť.
2. Gender and plurality are determined by "a", and "i". "Aby mala" means "in order that she has." Likewise, "aby mali" means "in order that they have."

Scenario

You and your companion are teaching a less active member. She is going through a tough time and wants to know what God's purpose is for her. She asks you, "Why are we here?" Explain to her why we came to earth and what God expects from us as his children.

1. Practice: In pairs, one missionary takes the role of the less active member and the other fills his or her role as the missionary. Practice discussing the purpose of life.

2. Re-practice: Switch roles and re-practice.

Additional Scenario

Read one of the following scriptures in English and summarize it using Aby:

2 Nephi 2:25 Why did Adam fall?
John 3:16 Why did God give His own Son?

Conceptual Practice: Active and Passive Voice

Similar to English, Slovak uses both passive and active voice. In a sentence using *active voice*, the subject of the sentence preforms the action expressed in the verb. With *passive voice*, the subject is acted upon; it receives the action expressed by the verb.

ACTIVE VOICE

Joseph Smith translated **the gold plates** into English.

PASSIVE VOICE

The gold plates were translated into English by **Joseph Smith**.

Practice changing each sentence from active voice to passive voice.

1. The prophet Lehi saw a vision.
2. The Jews persecuted Lehi and his family.
3. Lehi and his family started a journey in the wilderness.
4. Nephi accomplished many great things through his faith.
5. The Spirit guided Nephi as he returned to Jerusalem.
6. Nephi cut off Laban's head when he found him lying drunk in the street.
7. Both Lehi and Nephi saw a vision of the tree of life.
8. The Lord instructed Nephi in the art of ship building.
9. Nephi made tools to build the ship for their voyage to the promised land.
10. Laman and Lemuel tied Nephi up and threatened to throw him overboard.
11. The Lord calmed the storm after Laman and Lemuel untied Nephi.
12. Lehi offered a sacrifice of thanksgiving upon their arrival in the promised land.
13. After Lehi's death, Laman and Lemuel threatened to kill Nephi and his followers.
14. The Lord warned Nephi in a dream to separate himself from the Lamanites.
15. The Nephites and Lamanites fought many wars throughout the Book of Mormon.
16. 600 years after Lehi left Jerusalem, Christ was born in Bethlehem.
17. 2,500 people saw the Savior on the first day of his visit to the Nephites.
18. The Savior taught the Nephites many important principles during his visit.
19. The Lord withdrew his disciples from among the people at the end of the Book of Mormon.
20. The Lamanites eventually destroyed the Nephites because of their wickedness.

Passive Voice

Áno,
Yes,
Nie,
No,
Po smrti Krista,
After the death of Christ,
Potom ako
After
Počas odpadlíctva,
During the apostasy,
Pred odpadlíctvom,
Before the apostasy,

SUBJECT (RECEIVING THE ACTION)	PAST TENSE BYŤ	PASSIVE VERB	(DOING THE ACTION)
Ja som *I*	**bol** *was*	**povolaný** *called*	**Bohom.** *by God.*

? *Raise intonation*

Ja som	**My sme**	**bol(a)**	**boli**	
Ty si	**Vy ste**	**bol(a)**	**boli**	**(ne-)** *(not)*
On/Ona	**Oni**	**bol(a,o)**	**boli**	

IŤ	**strat-iť**	**+ený(é)(á)(í)**	**Bohom.** *by God.*
	lost		**prorokom.** *by a prophet.*
	prekrút-iť		**na zemi.** *on the earth.*
	distorted		
	riad-iť		**zlými ľuďmi.** *by wicked people.*
	guided		
AŤ	**vyučov-ať**	**+aný(é)(á)(í)**	**apoštolmi.** *by apostles.*
	taught		
	odobr-ať		**Ježišom Kristom.** *by Jesus Christ.*
	taken away		
NUŤ	**zabudnú-ť**		**zo zeme.** *from the earth.*
	forgotten		
	odmietnu-ť	**+tý(é)(á)(í)**	
	rejected		
IRREGULAR	**zabi-ť**	**+tý(é)(á)(í)**	
	killed		

Pravda
Truth
Plnosť evanjelia
The fullness of the gospel
Cirkev
The Church
Kňazská právomoc
Priesthood authority
Spásne obrady
Saving ordinances
Apoštoli
The Apostles
Náuky
Doctrines

Bola pravda vyučovaná Ježišom Kristom?
Was truth taught by Jesus Christ?
Áno, pravda bola vyučovaná Ježišom Kristom.
Yes, truth was taught by Jesus Christ.

Boli apoštoli zabití pred odpadlíctvom?
Were the apostles killed before the apostasy?
Nie, apoštoli neboli zabití pred odpadlíctvom.
No, the apostles weren't killed before the apostasy.

1. The 'ý', 'í', 'á', and 'é' endings represent gender and plurality. 'ý' = masc. singular, 'í' = masc. plural, 'á' = fem. singular, 'é' = fem. plural or neut. singular and neut. plural.
2. Though past tense is used in this display, note that passive voice is also used in the present tense

Function: Asking about and describing actions and events
Context: Teaching the great apostasy

Scenario

You are teaching the restoration to your investigators, Pavol and Monika. They are Catholic and are having a hard time understanding the great apostasy. Take some time to go over in detail the great apostasy and help them to understand it.

1. Practice: One missionary takes the role of Pavol or Monika as the other fulfills his or her role as a missionary. Discuss the great apostasy using the grammar from this lesson as well as any grammar or vocabulary you have learned up to this point.

2. Re-practice: Switch roles and re-practice.

Additional Scenario

Your landlord comes to check on your apartment; while he is there you start up a conversation about religion. He tells you that he doesn't believe in God and religion because of all the bad things that happened during the middle ages. Explain your beliefs about the great apostasy and discuss the need for a restoration.

Could, Should, and Would

	CONDITIONAL	BY + CONJUGATED BYŤ	CLAUSE	
	Mali	**by sme**	**čítať písma denne.**	?
	We should	*(conditional)*	*read the scriptures daily.*	*Raise intonation*

Áno, *Yes,*
Nie, *No,*
Čo *What*

SHOULD
(ne-) *(not)*
Mal(a,o,i)

COULD
Mohol
Mohla
Mohlo
Mohli

by som	**by sme**
by si	**by ste**
by	**by**

WITH VERB

sa približovať k Bohu.
come closer/draw nearer to God.
dodržiavať prikázania.
keep the commandments.
začať s modlitbou.
start with a prayer.
prísť na zhromaždenie.
come to church.
sa modliť často.
pray often.

WOULD*
(ne-) *(not)*
Chcel(a,i) *Would like/want*
Prečítal(a,i) *Would read*
Študoval(a,i) *Would study*

by som	**by sme**
by si	**by ste**
by	**by**

WITHOUT VERB

svedectvo Josepha Smitha.
the testimony of Joseph Smith.
desať prikázaní.
the ten commandments
písma denne.
the scriptures daily.
siedmu kapitolu.
chapter seven.

Mohli by sme prísť znovu?
Could we come again?
Áno, mohli by ste prísť znovu.
Yes, you can come again.

Čo by si chcela?
What would you like?
Chcela by som sa približovať k Bohu.
I would like to come closer to God.

**'Should' and 'could' always use the L-form verbs 'mať' = to have' and 'môcť' = to be able to', however, 'would' can use any verb in L-form*

Function: Asking and answering questions of cause and effect
Context: Setting expectations and understanding an investigator's desires

Scenario

You have been meeting with an investigator, Anna, for almost a month. She meets with you once or twice a week. She has enjoyed meeting with you and especially seemed interested in the plan of salvation, but your discussions are often theoretical and she doesn't seem to apply it or realize the need to make changes in her life. Although you've invited her to come to church, she never has and she only remembers to read and pray when you remind her. You feel that you need to talk to her about expectations and how to apply what she's learning.

1. Practice: In pairs, one missionary takes the role of Anna as the other assumes the role of a missionary. Ask questions to find out about her expectations and desires. Help her see how she should take action. Think about what principles of the gospel she should apply and how to explain that to her.

2. Re-practice: Switch roles and re-practice.

Additional Scenario

You are meeting with an investigator for the first time. Start the lesson by asking about his or her expectations and desires for meeting with you. Also express some of your desires, such as starting with a prayer, meeting regularly, focus of baptism, etc.

Keby – If, Then Clauses

MAIN CLAUSE (BY + L-FORM VERB)	'IF'	CLAUSE (VERB IN L-FORM)
Čo by sa stalo,	**keby**	**Kristus neuskutočnil uzmierenie?**
What would have happened,	*if*	*Christ didn't carry out the atonement?*

Kto *Who*
Čo *What*
Ako *How*

Ako by ste sa cítili,
How would you feel,
Čo by sa (cirkvi) stalo,
What would happen (to the church),
Čo by ste robili,
What would you do,
Čo by ste povedali,
What would you say,

Keby – *if*

keby som *if I*	**keby sme** *if we*
keby si *if you*	**keby ste** *if you*
keby *if he/she*	**keby** *if they*

bol(a,i) na jeho/jej mieste?
were in his/her place?
apoštoli neboli zabití?
the apostles weren't killed?
Adam neučinil priestupok?
Adam hadn't transgressed
bol Kristus tu?
Christ were here?
sa vám toto stalo?
this happened to you?
vedel(a,i), že toto je pravda?
knew that this is true?
Kristus neuskutočnil uzmierenie?
Christ didn't carry out the atonement?

? *Raise intonation*

.....

ANSWERS

Cítil by som sa úžasne.
I would feel amazing.
Spýtal by som sa ho, čo on očakáva odo mňa.
I would ask him what he expects of me.
Chcel by som sa mu poďakovať.
I would want to thank him.

Čo by ste robili, keby tu bol Kristus?
What would you do if Christ were here?
Keby tu bol Kristus, spýtal by som sa ho, čo on očakáva odo mňa.
If Christ were here, I would ask him what he expects of me.
Keby tu bol Kristus, chcel by som sa mu poďakovať.
If Christ were here, I would want to thank him.

Function: Asking and answering questions of cause and effect
Context: Applying scriptures to investigators and asking questions

Scenario

You and your companion are teaching an investigator named Roman. You share with him Jacob 7:12 but he doesn't seem to grasp the importance of the scripture. Use *Keby* to ask questions and explain what would have happened if Christ hadn't performed the atonement.

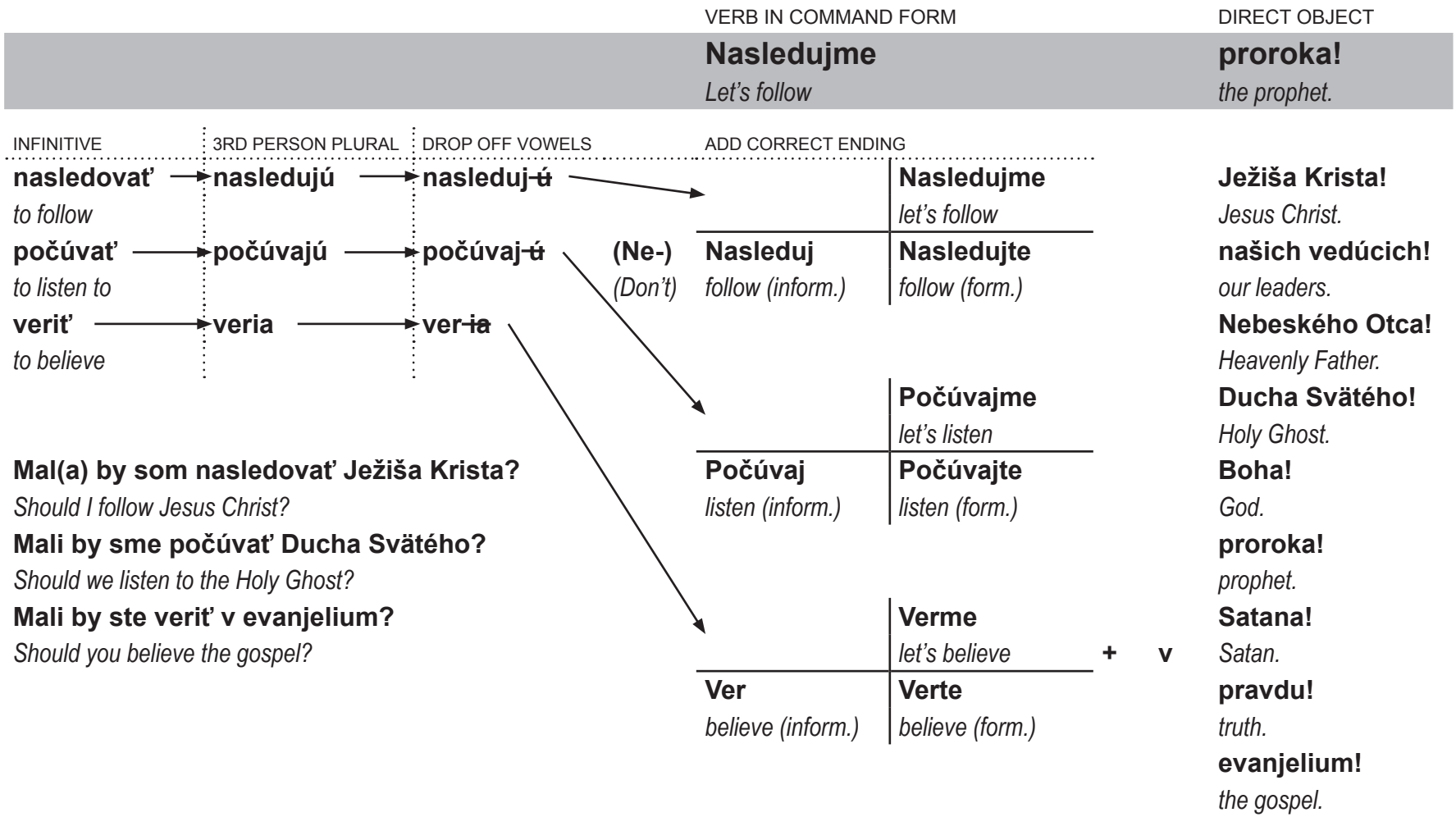
1. Practice: One missionary takes the role of Roman and the other fills his or her role as the missionary. Practice discussing the scripture and asking questions about it.

2. Re-practice: Switch roles and re-practice, this time use 3 Nephi 11:10-15. Ask questions and explain how you would have felt and what you would have done if you were there.

Additional Scenario

You've been teaching Milan for a week now and he seems to be struggling to make the connection of how this message affects, or can affect, him. Focus your questions and testimony toward helping him to resolve this concern.

Command Form



Mal(a) by som nasledovať Ježiša Krista?
Should I follow Jesus Christ?
Mali by sme počúvať Ducha Svätého?
Should we listen to the Holy Ghost?
Mali by ste veriť v evanjelium?
Should you believe the gospel?

Mal by som nasledovať Ježiša Krista?
Should I follow Jesus Christ?
Áno, nasledujte Ježiša Krista!
Yes, follow Jesus Christ.

Mali by sme počúvať Satana?
Should we listen to Satan?
Nie, nepočúvajme Satana!
No, let's not listen to Satan.

1. Explanation: Take the infinitive, conjugate the verb to 3rd person plural, drop the final vowel(s), add the correct ending
2. To negate a command, simply add ne- to the beginning of the conjugated verb (i.e., nepočúvaj, nepočúvajte, nepočúvajme)

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Encouraging others to live the gospel

Scenario

You and your companion are teaching an investigator who is having trouble keeping commitments. At the beginning of a lesson he confesses that he hasn't been taking things seriously but last night he prayed and felt that he needs to change. He asks you to tell him what he needs to do to get closer to God.

1. Practice: One missionary takes the role of the investigator as the other fills his or her role as the missionary. Practice using the command form to tell the investigator what he needs to do.

2. Re-practice: Switch roles and re-practice.

Additional Scenario

You and your companion are teaching a family you recently found. While teaching about prophets, give examples of what prophets often taught in Bible times. Use command form to say things a prophet might say.

The Slovak pronoun “ktorý” (who, which, that) is used to give further information about a noun by adding a qualifying statement such as in the following examples:

- The investigator **who came to church on Sunday.** (“who” would be translated as “ktorý”)
- The city **which I first served in.** (“which” would be translated as “ktorý”)
- The verse **that I shared in our last lesson.** (“that” would be translated as “ktorý”)

Rearrange the following sentences to follow Slovak sentence structure and then translate the sentences into Slovak.

1. The Book of Mormon is the book that Joseph Smith translated.
2. The Book of Mormon is the book that we talked about last time we met.
3. The Book of Mormon is the book that helped me gain a testimony of Christ.
4. Prophets are men who speak for God.
5. Thomas S. Monson is the man who has authority from God today.
6. Elder Bateman is the missionary who I know best.
7. Sister Baker is the missionary who I know best.
8. Elder Zabriskie is the missionary who taught me first.
9. Sister Páleníková is the missionary who taught me first.
10. The Celestial Kingdom is the kingdom I can live in with my family.
11. Charity is the attribute that I need with me when I teach.
12. Where is the missionary who was here last time?
13. The Terrestrial Kingdom is prepared for those who lived good lives, but didn’t accept Christ.
14. You can ask God questions that you have.
15. God will answer the questions you ask.

Notes:
Ktorý declines like a hard adjective (dobrý, malý, etc.) and adopts the gender and plurality of whatever it replaces.
When a preposition in the qualifying statement involves ktorý, it must be placed directly in front of ktorý. (e.g. “The city which I first served in” becomes “The city in which I first served.”)

Who, Which, That – Ktorý

	SUBJECT		'JE'		NOUN	'KTORÝ'	PREDICATE	
	Ježiš Kristus		**je**		**muž,**	**ktorý**	**nás spasil.**	?
	Jesus Christ		*is*		*the man*	*who*	*saved us.*	*Raise intonation*
Áno, *Yes,* **Nie,** *No,*	**Joseph Smith** *Joseph Smith*	**(nie)** *(not)*	**je** *is*	MASCULINE	**(ten) muž,** *the man*	**ktorý (-é, -á)** *who*	**nás spasil.** *saved us.*	
	Ježiš Kristus *Jesus Christ*				**(ten) človek,** *the person*	*which* *that*	**preložil Knihu Mormonovu.** *translated the Book of Mormon.*	
	Boh *God*				**(ten) prorok,** *the prophet*		**žil dokonalý život.** *lived a perfect life.*	
Kto je...? *Who is...?* **Čo je...?** *What is...?*	**Kniha Mormonova** *The Book of Mormon*				**(ten) spôsob,** *the way/means*		**nás vedie.** *leads us.*	
	Evanjelium *The gospel*			NEUTER	**(to) posolstvo,** *the message*		**vedie cirkev.** *leads the Church.*	
	Uzmierenie *The Atonement*				**(to) svetlo,** *the light*		**nás pozná dokonale.** *knows us perfectly.*	
	Prorok *The prophet*			FEMININE	**(tá) kniha,** *the book*		**obsahuje plnosť evanjelia.** *contains the fullness of the gospel.*	
	Satan *Satan*				**(tá) cesta,** *the path/way*		**ukazuje cestu k večnému životu.** *shows the way to eternal life.*	
					(tá) moc, *the power*		**nás učí o Božej vôli.** *teaches us about God's will.*	

Kto je Joseph Smith?
Who is Joseph Smith?
Joseph Smith je (ten) prorok, ktorý preložil Knihu Mormonovu.
Joseph Smith is the prophet who translated the Book of Mormon.

Je Satan ten človek, ktorý nás učí o Božej vôli?
Is Satan the person who teaches us about God's will?
Nie, Satan nie je (ten) človek, ktorý nás učí o Božej vôli.
No, Satan is not the person who teaches us about God's will.

Function: Asking about and describing desire, need, preference, ability, intention or purpose
Context: Discussing roles and purposes of the gospel

Scenario

Your investigator Peter, an atheist, is very receptive to the message, but he struggles to keep straight the roles of people and things in the gospel. You decide to focus today's lesson on teaching for understanding. Make sure to ask him questions to check for his understanding, and follow up by simply explaining specific roles.

1. Practice: One missionary takes the role of Peter as the other fills his or her role as a missionary. Practice discussing who God and Jesus Christ are.

2. Re-practice: Switch roles and re-practice.

Additional Scenario

You're teaching a young girl named Žofia. She comes from a background of believers but has just started taking religion seriously when she befriended a member in your branch. Her member friend has spoken to her about the church and she has heard of Joseph Smith, the Book of Mormon, the atonement, and the Godhead, though she's still confused about what each word and name means. Take the time needed to help Žofia clearly understand this new gospel vocabulary.

To like to do something - rád

SUBJECT	‘RÁD,RADA,RADI’	VERB	OBJECT
Katka *Katka*	**rada** *gladly*	**hráva** *plays*	**na klavír.** *the piano.*

Áno, *Yes,*
Nie, *No,*
Čo *What*

Ja *I*	**My** *We*
Ty *You*	**Vy** *You*
On, Ona *He, She*	**Oni** *They*

(ne-) *(don’t)*

rád *(male singular)*
rada *(female singular)*
radi *(plural)*

Peter
Peter
Katka
Katka
Kto
Who

robiť – *to do*

robím	**robíme**
robíš	**robíte**
robí	**robia**

študovať – *to study*

študujem	**študujeme**
študuješ	**študujete**
študuje	**študujú**

hrávať – *to play*

hrávam	**hrávame**
hrávaš	**hrávate**
hráva	**hrávajú**

spievať – *to sing*

spievam	**spievame**
spievaš	**spievate**
spieva	**spievajú**

slovenčinu. *Slovak.*
angličtinu. *English.*
históriu. *history.*
futbal. *soccer.*
hokej. *hockey.*
volejbal. *volleyball.*
na klavír. *the piano.*

? *Raise intonation*

Peter, čo rád robíte?
Peter, what do you like to do?
Rád študujem históriu.
I like to study history.
Rád hrávam hokej.
I like to play the hockey.

Katka, čo rada hrávaš?
What do you like to play?
Rada hrávam volejbal.
I like to play volleyball
Rada hrávam na klavír.
I like to play the piano.

Radi spievajú?
Do they like singing?
Áno, radi spievajú.
Yes, they like singing.
Nie, neradi spievajú.
No, they don’t like singing.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Getting to know investigators and telling about oneself

Scenario

While on exchanges you go contacting near a university. You talk to a student who is interested in hearing about different religions. Ask some questions to find out a little more about him or her before setting up a return appointment.

1. Practice: In pairs, one missionary takes the role of the potential investigator while the other fills his or her role as a missionary. The missionary will ask questions to get to know the investigator and seek to relate to the investigator by discussing similar interests. The missionary will then write down (in Slovak) what was learned about the investigator. The missionary and investigator will then switch roles. Repeat as time allows.

2. Re-practice: When the missionaries are done contacting, they are to get with their companions and take turns reporting what was learned about the people whom they met.

Additional Scenario

You are attending church for the first time in your new area. You arrive at church 15 minutes before the start of church services and take the time to get to know some members. Talk to as many different people as you can. Introduce yourself, learn their names and find out a little about them (all missionaries other than your companion are members for the purpose of this activity).

To Love or Like Something -Mať rád

Áno, *Yes,*
Nie, *No,*
Čo *What*

CONJUGATED 'TO HAVE'	'RÁD,RADA,RADI'	NOUN
Mám *I have*	**rád** *gladly (love/like)*	**evanjelium.** *the gospel.*

?
Raise intonation

Mať – *to have*

(ne-) *(not)*	**Mám** *I have*	**Máme** *We have*	**rád** *gladly (male singular)*
	Máš *You (sing.) have*	**Máte** *You (pl.) have*	**rada** *gladly (female singular)*
	Má *He/She has*	**Majú** *They have*	**radi** *gladly (plural)*

NOUN IN 4TH CASE

evanjelium. *the gospel.*
svoju rodinu. *my family.*
písma. *the scriptures.*
hudbu. *music.*
školu. *school.*
športy. *sports.*

IT PLEASES ITSELF

Páčiť sa – *to please (itself)*

(ne-) *(not)*	**Páči sa** *It pleases*

INDIRECT OBJECT (TO WHOM)

mi *me*	**nám** *us*
ti *you*	**vám** *you*
mu / jej *him / her*	**im** *them*

NOUN IN 1ST CASE

NOUN
vaša kultúra. *your culture.*
táto krajina. *this country.*
lyžovanie. *skiing.*
toto mesto. *this city.*

Čo máte radi?
What do you like/love?
Mám rád svoju rodinu.
I love my family.

Máš rada športy?
Do you like sports?
Nie, nemám rada športy.
No, I don't like sports.

Páči sa vám táto krajina?
Does this country please you?
Áno, páči sa mi táto krajina.
Yes, this country pleases me.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Getting to know investigators and telling about oneself

Scenario

You have a return appointment with Ľuboš, one of the students you contacted near a university. You go to his house and his mother answers the door. She explains that Ľuboš isn't home yet, but should be there shortly and is expecting you. She invites you in and offers you something to drink. Take the opportunity to get to know her better.

1. Practice: Missionaries form groups of two or three. One will play the mother as the other fills the role of a missionary. Ľuboš's mother will ask the missionaries to tell her about themselves. The missionaries will tell about themselves, and relate it to their purpose. Examples: "I love playing sports with my family. Family is really important to me, so I wanted to share something that's really strengthened my family," or "I love talking to people and making new friends, so I decided to serve a mission and talk to people about God."

2. Re-practice: Switch roles and re-practice.

Additional Scenario

You've been given a referral from the mission office in Prague with the following information: Mikuláš, 17 years old, contacted on a bus while visiting Prague, interested in meeting some Christian youth in his home town. The invitation has been made for Mikuláš to come to a branch game night.

Practice getting to know more about Mikuláš while telling a little about yourself.

Comparative

DEPENDENT CLAUSE	FUTURE TENSE BYŤ	COMPARATIVE ADJECTIVE		OBJECT/ PREPOSITIONAL PHRASE
Ak sa budete denne modliť,	**budete**	**vnímavejší**		**k duchovným pravdám.**
If you will pray daily,	*you will be*	*more receptive*		*to spiritual truths.*
Ak sa budete denne modliť,	**budete**	**vnímav-ý**		**k duchovným pravdám.**
If you will pray daily,	*you will be*	*(more) receptive*		*to spiritual truths.*
Kým budete čítať Knihu Mormonovu,	**vaša rodina bude**	**siln-ý**	**+ -ejší(e,a)**	
As you (will) read the Book of Mormon,	*your family will be*	*strong +er*		
Ak prídete na zhromaždenie,	**vaše svedectvo bude**	**šťastn-ý**		
If you come to sacrament meeting,	*your testimony will be*	*happ-y +ier*		
Keď dostanete dar Ducha Svätého,				
When you receive the gift of the Holy Ghost,				
Ak budete dodržiavať slovo múdrosti,	**budete mať**	**šťastn-ý**		**život.**
If you will keep the Word of Wisdom,	*you will have*	*happ-y +ier*		*life.*
		siln-ý	**+ -ejší(e,u)**	**telo.**
		strong +er		*body.*
		pevn-ý		**vieru.**
		(more) firm		*faith.*

?
Raise intonation

Keď dostanem dar Ducha Svätého, budem vnímavejší k duchovným pravdám?
When I receive the gift of the Holy Ghost, will I be more receptive to spiritual truths?
Áno, keď dostanete dar Ducha Svätého, budete vnímavejší k duchovným pravdám.
When you receive the gift of the Holy Ghost, you will be more receptive to spiritual truths.

Superlative: To say "the most" or "-est," use the prefix "naj-" before the comparative adjective. 'Najšťastnejší' translates to 'happiest'

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Helping others make and keep commitments by promising blessings

Scenario

You are teaching Tomáš for the first time. Tomáš has shown a lot of interest during the lesson, but has been a bit hesitant to commit himself to anything. After teaching about The Book of Mormon and inviting him to pray to know of its truthfulness, he hesitates and says, “I’ll try.”

1. Practice: In pairs, one missionary takes the role of Tomáš, as the other fills his or her role as the missionary. Practice promising specific blessings that can come by obtaining a witness. Using the grammar principle and vocabulary of this lesson and any other vocabulary you may know, practice promising blessings (especially from your own experiences); testify and invite, and encourage Tomáš to pray and ask.

2. Re-practice: Switch roles and re-practice.

Additional Scenario

Yesterday, you taught and committed Veronika to live the Word of Wisdom and you invited her to come to Church with you this Sunday. Today, you stop by her apartment while she is at work to leave a follow-up note, reaffirming your testimony that she can receive blessings as she keeps her commitments. Write the note using the grammar principle and vocabulary of this lesson, and anything else you know, to promise specific blessings. Also, remind her to read The Book of Mormon, promising additional blessings.

Before, During, After

Áno,
Yes,
Nie,
No,
Čo sa stalo...?
What happened...?
Čo sa stane...?
What will happen...?

ADVERB	VERB/ NOUN		CLAUSE	
Predtým, ako	**sme prišli**	**na svet,**	**sme žili s Nebeským Otcom.**	?
Before	*we came*	*to the world,*	*we lived with Heavenly Father.*	*Raise intonation*

Predtým, ako	**sme prišli**	**na svet,**	**sme žili s Nebeským Otcom.**	
Before	*we came,*	*to the world,*	*we lived with Heavenly Father.*	
Kým	**žijeme**	**v tomto svete,**	**čelíme ťažkostiam.**	
While	*we live*	*in this world,*	*we face hardships.*	
Potom, ako	**opustíme**	**tento svet,**	**náš duch opustí naše telo.**	
After	*we leave*	*this world,*	*our spirit leaves our body.*	
			pôjdeme do duchovného sveta.	
			we will go to the spirit world.	
			budeme všetci vzkriesení.	
			we will all be resurrected.	
			sme sa učili o pláne spásy.	
			we learned about the plan of salvation.	
			sme sa rozhodli prísť sem na zem.	
			we decided to come here to the earth.	
			sme fyzicky oddelení od Boha.	
			we are physically separated from God.	

VERB

NOUN

Pred (7th CASE)	**týmto životom**
Before	*this life*
Počas (2nd CASE)	**tohto života**
During	*this life,*
Po (6th CASE)	**tomto živote**
After	*this life,*

Čo sa stane po tomto živote?
What will happen after this life?
Potom, ako opustíme tento svet, náš duch opustí naše telo.
After we leave this world, our spirit leaves our body.
Po tomto živote náš duch opustí naše telo.
After this life, our spirit leaves our body.

Čo sa stalo pred týmto životom?
What happened before this life?
Predtým, ako sme prišli na svet, sme žili s Nebeským Otcom.
Before we came to the earth, we lived with Heavenly Father
Pred týmto životom sme žili s Nebeským Otcom.
Before this life, we lived with Heavenly Father.

Function: Asking and answering questions of quality, quantity, number and sequence
Context: Teaching about the purpose of life

Scenario

You've just gotten on the tram to ride to an appointment. You turn to the person next to you and begin a conversation. You tell him or her that you're a missionary and ask if he or she has ever thought about the purpose of life. He or she starts asking questions about the plan of salvation.

1. Practice: In pairs, each missionary takes the role of either the missionary or the potential investigator. The investigator will ask several questions, such as the examples given on the board display and the missionary will respond by teaching the plan of salvation.

2. Re-practice: Switch roles and re-practice.

Additional Scenario

You have a return appointment to teach an investigator whose daughter recently died. Take time to think about how you will adjust the lesson to focus on the investigator and his or her daughter, explaining what happened to the daughter after death and what the investigator can do during this life so that he or she can be with his or her daughter after death.

SKLOŇOVANIE CHARTS

SINGULAR

	Dem. Pronouns	*soft* - Adjectives - *hard*		Masculine Animate	Masculine Inanimate	Neuter		Feminine			
1	ten to tá	cudzí cudzie cudzia	malý malé malá	pán hrdina	dub stroj	mesto srdce námestie		žena	ulica	dlaň	kosť
2	toho tej	cudzieho cudzej	malého malej	pána hrdinu	duba stroja	mesta srdca námestia		ženy	ulice	dlane	kosti
3	tomu tej	cudziemu cudzej	malému malej	pánovi hrdinovi	dubu stroju	mestu srdcu námestiu		žene	ulici	dlani	kosti
4	toho ten to tú	cudzieho cudzí cudzie cudziu	malého malý malé malú	pána hrdinu	dub stroj	mesto srdce námestie		ženu	ulicu	dlaň	kosť
6	tom tej	cudzom cudzej	malom malej	pánovi hrdinovi	dube stroji	meste srdci námestí		žene	ulici	dlani	kosti
7	tým tou	cudzím cudzou	malým malou	pánom hrdinom	dubom strojom	mestom srdcom námestím		ženou	ulicou	dlaňou	kosťou

PLURAL

1	tí tie	cudzí cudzie	malí malé	páni hrdinovia pánovia	duby stroje	mestá srdcia námestia		ženy	ulice	dlane	kosti
2	tých	cudzích	malých	pánov hrdinov	dubov strojov	miest sŕdc námestí		žien	ulíc	dlaní	kostí
3	tým	cudzím	malým	pánom hrdinom	dubom strojom	mestám srdciam námestiam		ženám	uliciam	dlaniam	kostiam
4	tých tie	cudzích cudzie	malých malé	pánov hrdinov	duby stroje	mesta srdcia námestia		ženy	ulice	dlane	kosti
6	tých	cudzích	malých	pánoch hrdinoch	duboch strojoch	mestách srdciach námestiach		ženách	uliciach	dlaniach	kostiach
7	tými	cudzími	malými	pánmi hrdinami	dubmi strojmi	mestami srdcami námestiami		ženami	ulicami	dlaňami	kosťami

	Personal Pronouns						Possessive Singular		Pos. Plural		Everything	Everybody	Who	What	
1	ja	ty (sa)	on	ona	my (vy)	oni	môj moje moja	náš naše naša	mojí moje	naší naše	všetko	všetcí všetky	kto	čo	1
2	mňa / ma	teba / ťa	neho / ho	nej / jej	nás	nich / ich	môjho mojej	nášho našej	mojich	našich	všetkého	všetkých	koho	čoho	2
3	mne / mi	tebe / ti	nemu / mu	nej / jej	nám	nim / im	môjmu mojej	nášmu našej	mojim	našim	všetkému	všetkým	komu	čomu	3
4	mňa / ma	teba / ťa	neho / ho	ňu / ju	nás	nich / ich	môjho môj moje moju	nášho náš naše našu	mojich moje	našich naše	všetko	všetkých všetky	koho	čo	4
6	mne	tebe	ňom	nej	nás	nich	mojom mojej	našom našej	mojich	našich	všetkom	všetkých	kom	čom	6
7	mnou	tebou	ním	ňou	nami	nimi	mojím mojou	naším našou	mojimi	našimi	všetkým	všetkými	kým	čím	7

PREPOSITIONS & CASE SPECIFIC VERBS

PREPOSITIONS

2nd GENITIVE

bez *without*
blízko *near*
do *into/by/to/until*
mimo *outside/off center*
od *from/since*
okolo *round/about*
okrem *except*
počas *during*
podľa *according to*
pozdĺž *along*
prostredníctvom *through*
namiesto *instead of*
u *near/at/by/close*
uprostred *in the middle*
vedľa *next to*
z *from/out of*
za *during (in)/under (conditions)*

3rd DATIVE

k *to (person/place)/towards*
kvôli *because of*
napriek *despite*
naproti *across from*
oproti *opposite/across from*
proti *against*
vďaka *thanks to*
voči *towards (someone or something)*

4th ACCUSATIVE

cez *over/through/via*
o *for (something)*
pre *for the benefit/sake of*
skrz *through*
na *for (purpose/ period of time)*
za *in (amount of time)/ for in behalf of)/ (in exchange) for*

4th (MOTION)

medzi *among/between*
na *to/on*
nad *above/over*
pod *under/below*
pred *in front of/before*
za *behind*

6th LOCATIVE

na *on/at*
o *about*
po *after*
popri *along*
pri *at/close*
v *in*

7th INSTRUMENTAL

medzi *among*
nad *above/over*
naprieč *across (the world/plains)*
pod *under/below*
pred *before*
s *with*
za *behind*

CASE SPECIFIC VERBS

2nd GENITIVE

báť sa	domáhať sa	dotýkať sa/ dotknúť sa
týkať sa	dopustiť sa	pýtať sa/ spýtať sa
zbaviť sa	zúčastniť sa	všímať si/ všimnúť si

3rd DATIVE

ďakovať/ poďakovať sa	rozumieť/ porozumieť	odpovedať
diviť sa/ zadiviť sa	smiať sa/ zasmiať sa	podobať sa
pomáhať/ pomôcť	veriť/ uveriť	podrobiť sa
radiť/ poradiť	volať/ zavolať	prepáčiť
ospravedlňovať sa	slúžiť	

7th INSTRUMENTAL

trápiť sa	nazývať sa/ nazvať sa
zapodievať sa	stávať sa/ stať sa

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

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